Quintessence of English Language

Grammar and Literature Demystified

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Chapter : 1 Parts of Speech

1. Noun

Common Noun

A common noun is a general name for a person, place, thing, or idea. Unlike proper nouns, common nouns are not capitalized unless they begin a sentence. For example, *boy, girl, book, city, country*, park, school, restaurant, hospital, etc.

Proper Noun

A proper noun is a specific name for a particular person, place, thing, or idea. Proper nouns are always capitalized, regardless of where they appear in a sentence. For example, *Ali, Hamlet, Lahore, Pakistan*, Albert Einstein, William Shakespeare, Queen Elizabeth

Collective Noun

A collective noun is a word that refers to a group of individuals or things considered as a single unit.
People: team, committee, family, jury, crew, audience
Animals: herd (of cows), flock (of birds), pack (of wolves), school (of fish), swarm (of bees), pride (of lions)
Things: bunch (of grapes), fleet (of ships), collection (of stamps), set (of tools), bouquet (of flowers)

Abstract Noun

An abstract noun is a type of noun that refers to ideas, qualities, concepts, or conditions that cannot be perceived with the five senses (sight, sound, touch, taste, and smell). These nouns represent intangible concepts that are often feelings, states, or qualities.
Emotions: love, anger, happiness, fear, sadness, joy
Qualities: honesty, bravery, kindness, intelligence, beauty, wisdom
Concepts: freedom, justice, peace, democracy, friendship, education
States or Conditions: childhood, poverty, death, health, success, failure

Concrete Noun

A concrete noun is a type of noun that refers to physical objects, people, or places that can be perceived with the five senses (sight, sound, touch, taste, and smell). These nouns represent things that have a physical presence.
People: teacher, firefighter, doctor, baby, musician
Places: school, park, restaurant, hospital
Things: book, car, apple, computer, chair
Animals: dog, cat, elephant, bird, fish

Countable Noun

Countable nouns are nouns that refer to things that can be counted as individual items. These nouns have both singular and plural forms.
People: child, student, teacher, doctor, friend, children, students
Places: city, country, park, restaurant, school, cities, parks
Things: book, car, apple, chair, computer, books, cars
Animals: dog, cat, bird, fish, elephant, dogs, cats

Uncountable Noun

These nouns refer to things that cannot be counted. They do not typically have a plural form and are often substances, abstract concepts or entities.
Examples : water, air, sand, rice, gold, oil, wood, information, advice, knowledge, love, happiness, freedom, education, sugar, coffee, tea, milk, rain, furniture, luggage, money etc.

Compound Noun
A compound noun is a noun made up of two or more words that function as a single unit to name a person, place, thing, or idea. These words can be written as one word, as separate words, or as words connected by hyphens. ***Closed Form***: Written as one word (toothpaste, bedroom, hairbrush) ***Hyphenated Form:*** Written with hyphens connecting the words (mother-in-law, well-being) ***Open Form***: Written as separate words (coffee table, high school, post office)

Material Noun
Material nouns are nouns that refer to substances or materials from which things are made. Material nouns are usually uncountable and do not have a plural form. ***Natural Elements:*** gold, silver, iron, copper, aluminum ***Natural Resources:*** water, oil, coal, gas, wood ***Food Ingredients:*** flour, sugar, salt, butter, milk ***Fabric and Textiles:*** cotton, silk, wool, polyester, linen ***Other Substances:*** plastic, glass, cement, clay, rubber

1.2 Classification of a Noun

Nouns can be classified according to both number (singular or plural) and gender (masculine, feminine, neuter, or common gender).

Number
Singular: Refers to one person, place, thing, or idea. ***Plural:*** Refers to more than one person, place, thing, or idea.

Gender
Masculine: Typically refers to male beings or objects. ***Feminine:*** Typically refers to female beings or objects. ***Neuter:*** Typically refers to inanimate objects, concepts, or things without gender e.g. table, chair, book, etc. ***Common Gender:*** Refers to nouns that can be of either masculine or feminine gender e.g. doctor, teacher, student, parent, etc.

1.3 Cases of a Noun

Nominative Case ***(Subjective Case)***	Used for the subject of a sentence or clause. ➢ **Ali** is a doctor.
Accusative Case ***(Objective Case)***	Used for the direct object of a verb or the object of a preposition. ➢ He ate **an apple**.
Genitive Case ***(Possessive Case)***	Used to indicate possession or relationship. ➢ **Ahmed's** car is parked outside.
Dative Case ***(Indirect Object Case)***	Used for the indirect object of a verb or the object of certain prepositions. ➢ He gave a book to **Haris**. ➢ She gave **him** a book.
Vocative Case ***(Direct Address Case)***	Used for direct address or when calling out to someone. ➢ **Ali**, please come here.

Instrumental Case	Used to indicate the instrument or means by which something is done. ➢ He wrote the letter **with a pen**.
Locative Case	Indicates location or place. ➢ The book is **on the table**.
Adverbial Case	Used for indicating adverbial relationships. ➢ He left **in the morning**.
Elative Case	Indicates movement out of something or from within something. ➢ He emerged **from the forest**.

2. Pronoun

Personal Pronouns

In grammar, personal pronouns are pronouns that are associated primarily with specific grammatical persons, including the speaker (first person), the person or people being spoken to (second person), and the person or thing being spoken about (third person). They can also indicate gender and number.

Person	Nominative Case	Genitive Case	Accusative Case	Reflexive Case
1st Person	I	my, mine	me	myself
	We	our	us	ourselves
2nd Person	You	your, yours	you	yourself, yourselves
3rd Person	He	his	him	himself
	She	her	her	herself
	It	its	it	itself
	They	their	them	themselves

Reflexive Pronouns

Reflexive pronouns are pronouns that refer back to the subject of the sentence. They are used when the subject and the object of a verb are the same entity.

- She hurt **herself**.
- We built the house **ourselves**.
- He talks to **himself** when he is alone.

Emphatic or Intensive Pronouns

Emphatic pronouns are pronouns that are used to emphasize or intensify a noun or pronoun. While reflexive pronouns reflect the action of the verb back to the subject, emphatic pronouns emphasize or intensify the subject or object of the sentence.

- I **myself** will take care of it.
- She **herself** made the decision.
- They **themselves** don't believe it.

Demonstrative Pronouns

Demonstrative pronouns are pronouns that used to point out or identify specific things or people that are nearby or far away in distance or time.

- **This** is my house.
- **That** is my car over there.
- **These** are my books.
- **Those** are your shoes.

Indefinite Pronouns

Indefinite pronouns are pronouns that do not refer to any specific person, thing, or amount. Instead, they refer to non-specific persons or things in a general or unspecified way. Some common indefinite pronouns include: anyone someone, no one, everybody, somebody, nobody, anything, something, nothing, one, everyone, anybody, somebody, both, few, several, many, any, some, none etc.

Distributive Pronouns

Distributive pronouns are pronouns that refer to members of a group individually, rather than collectively.

- **Each** student must complete their assignment.
- You can choose **either** option.
- **Neither** of the students was selected for the position.

Relative Pronouns

Relative pronouns are words that introduce relative clauses, which provide additional information about a noun in the main clause. They help to connect two related clauses in a sentence.

- Ali is the student **who** won the first prize.
- Here is the book **which** might be of help for you.
- The house **that** you saw is a historical landmark.
- She is the woman **whose** son got injured in the accident.
- He is the doctor **whom** I consulted last year.

Interrogative Pronouns

Interrogative pronouns are used to ask questions and gather information about a specific person, thing, or quantity.

- **What** is the correct answer to this question?
- **Which** is your book?
- **Who** is at the door?
- **Whose** book is this?
- **Whom** did you invite to the event?

Reciprocal Pronouns

Reciprocal pronouns are used when the action of a verb is directed back at the subject(s) involved in the action. They indicate a mutual relationship or interaction between two or more people or things.

- The two nations agreed to cooperate with **each other** on environmental initiatives.
- The students in the class help **one another** with difficult assignments.

3. Adjective

Descriptive Adjectives

These adjectives describe qualities or characteristics of nouns.

- **Beautiful** flowers, **blue** sky, **tall** building.

Quantitative Adjectives

These adjectives indicate the quantity or amount of a noun.

- **Many** books, **few** friends, **several** options.

Demonstrative Adjectives

These adjectives point out specific nouns.

- **This** book, **that** car, **these** flowers, **those** trees.

Possessive Adjectives

These adjectives indicate ownership or possession.

My house, **your** cat, **his** car, **her** book, **our** garden.

Interrogative Adjectives

These adjectives are used in questions to ask about specific nouns.

- **Which** book, **what** time, **whose** bag, **whose** idea.

Indefinite Adjectives

These adjectives refer to nonspecific or unidentified nouns.

- **Some** people, **any** book, **several** options, **many** ideas.

Numeral Adjectives

These adjectives express a specific number or order.

- **One** table, **first** position, **third** floor, **fifth** edition.

Definite Numeral Adjectives	***Cardinal :*** One, two, three, etc.	***Ordinal :*** First, second, third, etc.
Indefinite Numeral Adjectives	All, no one, few, some, any, several etc.	

Comparative and Superlative Adjectives

These adjectives indicate degrees of comparison.

- Comparative: **taller, faster, more interesting**.
- Superlative: **tallest, fastest, most interesting**.

Proper Adjectives

These adjectives are derived from proper nouns.

- **American** culture, **Shakespearean** play, **Islamic** art.

Participial Adjectives

These adjectives are formed from verbs and usually end in '-ing' or '-ed'.

- **Interesting** book, **exhausted** runner, **amazing** view.

Predicate Adjectives

These adjectives follow linking verbs and describe the subject.

- She is **happy**. He seems **tired**.

Emphasizing Adjective

An emphasizing adjective is used to stress or highlight a particular quality or attribute of a noun.

- He is his **own** master.
- This is the **very** thing we want.

Order of Adjectives

The order of adjectives in English typically follows a specific sequence.

Order	Example	Example	Example	Example
Determiner		her	my	their
Quantity	two		two	three
Opinion	delicious	lovely	cozy	beautiful
Size	large	small	medium-sized	huge
Shape	round	round		square
Age		new	vintage	modern
Colour		green	brown	white
Origin		American		French
Material	chocolate	wooden	leather	marble
Purpose		cooking		coffee
Noun	cakes	utensils	armchairs	tables

4. Verb

Transitive Verbs

A transitive verb requires an object to receive the action.

- The boy **kicks** the football.

We **ate** mangoes quickly.

Intransitive Verbs

An intransitive verb does not take an object. It expresses a state or being.

- He **ran** a long distance.
- The baby **sleeps**.

The child **screamed** loudly.

Regular Verbs

Regular verbs in English create the 2nd and 3rd form by adding -d or -ed to the base form.

arrive	arrived	arrived

call	called	called

Irregular Verbs

We distinguish three types of irregular verbs.

- Verbs in which all three forms are the same. For example,

cut	cut	cut

shut	shut	shut

- Verbs in which two of the three forms are the same. For example,

build	built	built

- Verbs in which all three forms are different. For example,

ring	rang	rung

write	wrote	written

Auxiliary Verbs

Auxiliary verbs, also known as helping verbs, are verbs that add functional or grammatical meaning to the main verb in a clause.

To Be : is, am, are, was, were, will, shall, been, being
To Have : has, have, had, having
To Do : do, does, did, doing

Modal Verbs

A modal verb is a helping verb that is joined with the main verb to express an attitude such as ability, necessity, possibility, permission, obligation, past habit.
Can, could, may, might, must, should, ought to, has to, have to, used to, etc.

Can Ability: She can speak three languages.
Permission: Can I leave early today?
Possibility: It can get very hot in the summer.

Could Past ability: He could swim when he was five.
Polite permission/request: Could I use your phone?

May Permission: May I come in?
Possibility: It may snow tonight.

Might Possibility: She might be at the library.

Must Necessity/obligation: You must wear a seatbelt.
Strong probability: He must be at work by now.

Shall Future intention (formal): I shall return.

Should Advice: You should eat more vegetables.
Expectation: The train should arrive soon.

Used to Past habit : I used to play basketball every weekend.

Have to Necessity : I have to finish my homework before I go out.

Need to Necessity : You need to see a doctor about that cough.

Action Verbs

An action verb expresses either physical or mental activity.
For example : Travel, play, write, sit, think, recall, consider, believe, etc.

Linking Verbs

A linking verb connects the subject to a word or word group in the predicate that identifies or describes the subject. Such a word or word group is called subject complement. For example,

- Patience **is** the best solution to many problems.
- He **became** the highly respected artist.

Finite Verbs

Finite verbs change their forms when there is a change in the number or person of the subject.
Finite verbs also have different forms in different tenses. For example,

- They **went** to the mall today.
- Many people **travel** to the ocean in summer.
- The sailboat **glides** over the water.

Non-finite Verbs

Non-finite verbs do not change their form when the number or person of the subject changes. There are mainly three types of non-finite verbs: gerund, infinitive, participles. For example,

- **Looking** around, he noticed a letter on the floor.
- **To run** is often tiresome.

Stative Verbs

Describe a state rather than an action. Often related to thoughts, emotions, relationships, senses and measurements.

know, believe, like, own, seem

- She **knows** the answer. (Here, "knows" expresses a state of knowing)

5. Adverb

Adverbs of Time (shows when)

Before, lately, daily, yesterday, never, ago, already, now, etc.

- She is studying **now**.
- He called me **yesterday**.

Adverbs of Frequency (shows how often)

Twice, often, again, frequently, once, seldom, always, etc.

- They **frequently** visit the museum.
- He **occasionally** plays tennis.

Adverbs of Place (shows where)

Here, everywhere, up, away, out, beneath, under, over, out, in, there.

- Please wait for me **downstairs**.
- Let's play **outside**.

Adverbs of Manner (shows how or in what manner)

Clearly, well, slowly, bravely, softly, quickly, beautifully, etc.

- He ran **quickly** to catch the bus.
- She greeted the guests **politely**.

Adverbs of Degree (shows how much or to what extent)

Too, almost, fully, very, enough, altogether, etc.

- The weather is **extremely** hot today.
- The movie was **quite** interesting.

Adverbs of Reason / Purpose

Hence, therefore, so that, since, consequently, because, etc.

- The weather was bad; **hence**, the event was canceled.
- He stayed home **because** he was sick.

Adverbs of Affirmation

Surely, certainly, indeed, truly, clearly, exactly, definitely, etc.

- **Certainly**, I can help you with that.
- **Absolutely**, I agree with you.

Relative Adverbs

A relative adverb introduces a relative clause and relates to the noun that the clause modifies. The most common relative adverbs are **where**, **when**, and **why**. Each of these adverbs introduces a specific type of relative clause and provides more information about the noun.

Where: Introduces a clause that modifies a place.

- This is the house **where** I grew up.
  'Where I grew up' gives more information about the house.

When: Introduces a clause that modifies a time.

- Do you remember the day **when** we first met?
  'When we first met' provides more information about the day.

Why: Introduces a clause that explains the reason for something.

- I don't know the reason **why** she left.
  'Why she left' gives more information about the reason.

Relative adverbs function similarly to relative pronouns (who, whom, whose, which, that), but they specifically connect clauses to nouns or pronouns related to place, time or reason.

6. Conjunction

Coordinating Conjunctions

These conjunctions connect words, phrases, or independent clauses that are of equal syntactic importance. The most common coordinating conjunctions can be remembered using the acronym FANBOYS:

For, and, nor, but, or, yet, so

- Reading fiction is beneficial, **for** it can make us more empathetic.
- Ali enjoys reading, **and** Ahmed loves painting.
- She does not like spinach, **nor** does she like cabbage.
- She wanted to go to the beach, **but** it started to rain.
- We can order pizza **or** cook pasta at home.
- He is very busy, **yet** he always finds time to help others.
- It started to snow, **so** we went back inside.

Subordinating Conjunctions

These conjunctions connect an independent clause with a dependent clause, showing a relationship such as cause and effect, contrast, or condition. Common subordinating conjunctions include:

After, although, as, because, before, if, even, even if, though, since, provided that, so that, unless, until, when, whenever, where, wherever, whereas, while, etc.

- **Although** it was raining, we went for a walk.
- She was late **because** she missed the bus.
- I won't go **unless** you come with me.
- **If** it rains, we will cancel the picnic.

Correlative Conjunctions
Correlative conjunctions must be used in pairs and they connect grammatically similar elements. This means if the first part is followed by a noun, the second part should also be followed by a noun. Both……..and Either…….or Neither……..nor Whether……or No sooner……than Not only……but also ➢ You can **either** stay here **or** come with us. ➢ **Neither** the teacher **nor** the students knew the answer. ➢ She is **not only** a talented singer **but also** an excellent dancer. ➢ **No sooner** had we entered the room **than** the lights went out. ➢ I'm not sure **whether** he will call **or** just send a text.

7. Preposition

Simple Prepositions
at, by, for, from, in, of, on, out, through, till, to, up, with, etc.
Compound Prepositions
about, above, across, along, amidst, among, before, behind, below, beside, between, inside, outside, within, without, underneath, beneath
Phrase Prepositions
According to, in accordance with, away from, by means of, for the sake of, in front of, instead of, in spite of , in addition to, in compliance with, in order to, on account of, in case of, etc.
Prepositions of Place:
➢ Indicate the location of something. in, on, at, over, under, between, among, near, beside, behind, in front of, above, below
Prepositions of Time:
➢ Indicate the timing of an event. at, on, in, during, before, after, since, for, until, by, within
Prepositions of Direction/Movement:
➢ Indicate the direction or movement towards something. to, towards, into, through, across, along, up, down, out of, from

8. Interjection

An interjection is a word or phrase that expresses a strong emotion or sudden burst of feeling. They can convey emotions such as surprise, joy, anger, or disgust. For example, **Hurrah! Wow! Ouch! Alas! Oh! Hush! Hello!** etc.

Interjections are typically followed by an exclamation mark when expressing strong emotions, or a comma for mild expressions.

➢ (strong): **Ouch!** That hurts.
(mild): **Well**, I suppose you're right.

Chapter : 2 Articles

Definite Article

Definite article **The** is used to refer to specific nouns that are known to both the speaker and the listener.

General Rules:

(i) Specific Reference:
- When referring to something specific or previously mentioned.
- I saw a dog. **The** dog was friendly.

- When both speaker and listener know the noun.
- Please close **the** door. (Both know which door.)

(ii) Unique Items:
- When referring to unique entities.
- He is **the** president of the company.
- **The** sun rises in **the** east.

(iii) Superlatives and Ordinals:
- With superlative adjectives and ordinal numbers.
- She is **the** tallest in the class.
- This is **the** first time.

(iv) Geographical Names:
- With names of certain geographical features, such as rivers, mountain ranges, oceans, and deserts.
- **The** Amazon, **The** Alps, **The** Pacific Ocean, **The** Sahara.

(v) Public Institutions, Organizations, and Famous Buildings:
- With well-known institutions and places.
- She visited **the** British Museum.
- He studies at **the** University of Oxford.

(vi) Adjectives representing a Group:
- When adjectives describe a whole class of people.
- **The** rich should help **the** poor.

Indefinite Articles

Indefinite articles are used to refer to non-specific items or persons. In English, there are two indefinite articles: **a** and **an**.

Usage of **A**

- Used before words that begin with a consonant sound.
- a dog
- a book
- a university

Usage of **An**

- Used before words that begin with a vowel sound.
- an apple
- an hour (the 'h' is silent, so the word begins with an 'ow' sound)
- an honest person (the 'h' is silent, so the word begins with an 'o' sound)

Chapter : 3 Punctuation

The main punctuation marks are as follows:

Punctuation Mark	Functions and Examples
Full stop or Period **[.]**	Ends a declarative sentence or statement. ➢ She went to the store.
Question mark [**?**]	Ends an interrogative sentence or question. ➢ Where are you going?
Exclamation mark [**!**]	Conveys strong emotion or emphasis. ➢ Watch out!
Comma [**,**]	Separates items in a list, clauses, or phrases within a sentence. ➢ She bought apples, oranges, and bananas.
Semi-colon [**;**]	Connects closely related independent clauses or separates items in complex list. ➢ She loves to read; her favorite genre is mystery
Colon [**:**]	Introduces a list, explanation, or quotation. ➢ She had one hobby: collecting stamps
Apostrophe [**’**]	Indicates possession or forms contractions. ➢ Ali’s book, can’t (cannot).
Dash [—]	Indicates a break in thought or a pause for emphasis. ➢ He was going to—well, never mind
Hyphen [**-**]	Joins words in compound terms or separates syllables in a word. ➢ well-known, mother-in-law.
Parentheses **( )**	Enclose additional information or asides. ➢ He finally answered (after taking five minutes to think).
Ellipsis [**…**]	Indicates omitted text, a pause, or unfinished thoughts. ➢ She was thinking**…**but she couldn’t decide.
Quotation Marks [**“ ”**]	Enclose direct speech, quotes, or titles of short works. ➢ “I will be there soon,” she said.

Chapter : 4 Verbals

Gerund

A gerund is a verb form that ends in "-ing" and functions as a noun in a sentence.

Subject of a sentence:

- **Swimming** is my favorite hobby.
- **Reading** helps improve your vocabulary.

Object of a verb:

- She enjoys **running** in the park.
- I dislike **waiting** for the bus.

Object of a preposition:

- He is interested in **learning** new languages.
- They talked about **traveling** to Europe.

Infinitive

(i) **Full infinitive** is a verbal that consists of (to + 1st form of verb) and acts like a subject, direct object and subject complement.

As a subject:

- **To travel** around the world is my ultimate goal.
- **To exercise** regularly is important for your health.

As a direct object:

- She plans **to start** a new business.
- They decided **to move** to a new city.

As an adjective (modifying a noun):

- There are many assignments **to complete** before the deadline.
- He has a book **to read** over the weekend.

(ii) **Bare infinitive**, also known as a zero infinitive, is an infinitive that does not have **'to'** in it.

- I bade him **go**.
- She made me **cry**.
- I felt it **move**.

(iii) **Split infinitive** occurs when there is an adverb between two parts of an infinitive.

- Many people seem **to** really **understand** the problem.
- Today is a great day **to** finally **go** to the beach.

Present participle

Present participles, formed by adding "-ing" to the base form of a verb, are versatile parts of speech.

As part of the progressive tense:

- She is **reading** a novel.
- They are **playing** basketball.
- He is **writing** a letter.

As adjectives:

- The **running** child giggled with joy.

- The **howling** wind rattled the windows.
- Don't try to catch a **running** bus.

Past participle

Past participle (3rd form of verb) can be used as an adjective, to form perfect verb tenses, and to form the passive voice.

Usage in Perfect Tenses:

- I have **eaten** breakfast.
- She had **left** before he arrived.

Usage in Passive Voice

- The book is **written** by the author.
- The project will be **completed** by next week.

Used as an Adjective

The **broken** vase needs to be repaired.
He seems **tired** after the long journey.

Chapter : 5 Conditional Sentences

Conditional Type Zero

It is used to express general truths, facts, and habitual actions.
Structure : If + present simple, present simple

- If you heat water to 100 degrees Celsius, it boils.
- If it rains, the ground gets wet.
- If you mix red and blue, you get purple.
- When the sun sets, it gets dark.

Conditional Type I

It is used to talk about real and possible situations in the future.
Structure : If + present simple, future simple

- If it rains tomorrow, we will cancel the picnic.
- If you study hard, you will pass the exam.
- If you don't hurry, you will miss the bus.

Conditional Type II

It is used to talk about hypothetical or unreal situations in the present or future.
Structure : If + past simple, would + 1st form of verb

- If I won the lottery, I would buy a new house.
- If I were taller, I would play basketball.
- If I had more free time, I would travel around the world.

Conditional Type III

It is used to talk about hypothetical situations in the past. These sentences express situations that did not happen and their imagined results.
Structure : If + past perfect, would have + 3rd form of verb

- If I had come home earlier, I wouldn't have missed the program.
- She would have helped you if you had asked her.
- If they had left earlier, they would have caught the train.

Chapter : 6 Types of Phrases

Noun Phrase

Noun phrase is a group of words that does the function of a noun.

- **The tall man in the blue suit** walked into the room. (subject)
- She read **a fascinating book about space exploration**. (direct object)
- She sat on **the old wooden bench**. (object of a preposition)
- My favorite hobby is **collecting rare coins**. (subject complement)

Adjective Phrase

Adjective phrase is a group of words that does the work of an adjective.

- A man **in great difficulties** came to me for help.
- Everyone was **extremely delighted** when the winner was announced.
- This stone is **the heaviest of all**.
- She wore **very expensiv**e shoes.

Adverb Phrase

Adverb phrase is a group of words that does the work of an adverb.
Adverb Phrases show (When, Where, How, and Why). For example,

- He lived **in the middle of a great woods**.
- He made his decision **as quickly as possible**.
- She responded **very rudely**.
- The shoe is pressing **on my toe**.

Prepositional Phrase

A prepositional phrase starts with a preposition and ends with a noun or pronoun. For example,

- A boy **on the roof** is singing a song.
- The man **in the room** is our teacher.
- The tiger crept **over the grass**.
- The present **inside the big box** is mine.

Infinitive Phrase :

An infinitive phrase is made up of an infinitive, its complement and any modifiers. For example,

To earn money is a desire of everyone.
He likes **to read books**.
She wants **to maintain a healthy lifestyle**.
The only way **to find the treasure chest** is to meet them.

Gerund Phrase

A gerund phrase is made up of a gerund, its complement and any modifiers. For example,

- I like **writing good essays**.
- **Eating after midnight** is a bad habit.
- Ali's favourite hobby is **playing the piano**.

Participle Phrase

A participle phrase is made up of a participle, its complement and any modifiers. For example,

- The boys **sitting by the road** were gossiping.
- He always uses tiffin boxes **made of steel**.
- Students **planning to study engineering** must first meet with the dean.
-

Verb Phrase

A verb phrase is a combination of main verb and its helping verbs in a sentence.

- He **is eating** an apple.
- She **was walking** quickly to the mall.
- You **must go** right now.

Absolute Phrase

An absolute phrase is a group of words that modify an entire sentence. Absolute phrases most often contain a noun and a participle.

- **Weather permitting**, we shall meet in the evening.
- **The sun having set**, the temperature began to drop.
- The children, **their faces smeared with chocolate**, laughed and played in the yard.
- **With the final exam completed**, the students celebrated the end of the semester.

Chapter : 7 Types of Clauses

Clause

A group of words that contains a subject and a predicate.

There are mainly two types of clauses.

- ***Main or Independent Clause***
- ***Subordinate or Dependent Clause***

Types of Subordinate Clause

Noun Clause

A dependent clause that functions as a noun in a sentence is called Noun Clause. A noun clause starts with words e.g. **that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever, why** and **how**.

- **Whatever you learn**, will help you in future.
- **What she said**, made everyone laugh.
- They didn't realize **that the directions were wrong.**
- We talked about **how we could improve the project**.
- The issue is **whether we can trust him**.

Adjective Clause (Relative Clause)

A dependent clause that functions as an adjective in a sentence is called adjective clause. Adjective clause begins with **relative pronouns**, including: **who, whose, whom, which, that.** Adjective clause may also begin with **relative adverb**, i.e. **when, where, why**.

- Pizza, **which most people love**, is not very healthy.
- Students, **who are intelligent**, get good grades.
- The store **where the new phone was being sold** had a huge line of people outside it.
- The book **that you gave me** is fascinating.

Adverb Clause

A dependent clause that functions as an adverb in a sentence is called adverb clause. Adverb clause begins with **subordinating conjunction** such as: **whether, if, unless, because, until, where, while, as, though, although, before, since, as soon as, when, after, even, though, so, that**, etc.

- **Before you leave**, please turn off the lights.
- **Although it rained**, they enjoyed their walk.
- You can buy a new car **if you save money**.
- I will call you **when I arrive**.

Chapter : 8 Types of Sentences

(According to Function)

Sentences can be classified into four main types based on their function.

Declarative Sentences

These sentences make statements or declarations. They provide information or express ideas. For example:

- The sun rises in the east.
- She is studying for her exam.
- He enjoys reading books.

Interrogative Sentences

These sentences ask questions. They seek information or clarification.

- Where is the cat?
- Do you enjoy reading books?
- Is the sky blue?

Imperative Sentences

These sentences give a command, make a request, or offer advice. They direct someone to do something.

- Close the door.
- Please pass the salt.
- Start saving early for retirement.

Exclamatory Sentences

These sentences express strong emotions such as surprise, joy, anger, or excitement.

- What an amazing performance!
- How wonderful it is to see you!
- What a twist!

(According to Structure)

Sentences can be categorized into four main types according to structure.

Simple Sentences

A simple sentence contains a subject and a verb. It expresses a complete thought that can stand on its own.

- He painted his house.
- She donates her old books to her school library.
- She exaggerates small things.
- The duration of my tour is not known yet.

Compound Sentences

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. Basically, a compound sentence contains two simple sentences. These independent clauses are joined by a coordinating conjunction i.e. (for, and, nor, but, or, yet, so).

- Give respect, and take respect.
- Stretch your body, and you will feel better
- He couldn't go home, for he had no place to go.
- My family went to the park yesterday, and we had a wonderful time.
- He didn't want help, nor did she offer it.
- Our team tried hard, but we lost the game
- They are frightened, yet they have resolved to continue their journey.
- The student had a test the next day, so she studied all night long.

Complex Sentences

A complex sentence has an independent clause and one or more dependent clauses. Complex sentences have two clauses. One is an independent clause and the other is dependent clause. These two are connected by subordinating conjunctions (after, although, as, because, before, if, even, even if, though, since, provided that, so that, unless, until, when, whenever, where, wherever, whereas, while, etc). If the dependent clause comes first, a comma should be used to separate the two clauses.

- Unless you can speak French, they won't understand you.
- Whenever we are free, we do gardening.
- As the clouds are dark, we expect a heavy rain.
- Although the bus is packed, people are still pushing in.
- She missed the bus because she arrived late.
- He knocked against a wall while he was riding a bicycle.
- They used to feed their pets before they start to take their dinner.
- He washed his father’s car even though he was tired.

Compound - Complex Sentences

A Compound-Complex sentence is comprised of at least two independent clauses and one or more dependent clauses.

- While I was studying for my exams, my sister was watching TV, and my brother was playing video games.
- While waiting for the bus, Ali played games on his phone, and Ahmed read a book.
- Maria forgot her friend’s birthday, so she sent her a card when she finally remembered.

Chapter : 9 Linguistic Concepts

Determiners

A determiner is an important noun modifier that provides context to a noun generally in terms of quantity and possession. Determiners come before a noun to provide context, clarification, or limitation. Determiners include articles, demonstratives, possessives, quantifiers, and numerals.

Articles : a, an, the
Demonstratives : this, that, these, those
Possessives : my, your, his, her, its, our, their
Quantifiers : some, many, few, several, all, any, most, enough, much, more, less
Numerals : one, two, three, first, second, third, ten, hundred, thousand

Quantifiers

Quantifiers are words or phrases that describe the quantity or amount of a noun. Some commonly used quantifiers are as follows:

some apple, **many** people, **few** friends, **several** books, **a couple of** minutes, **some** water, **much** sugar, **a little** salt, **any** question, **no** cookies, **a lot of** traffic, **plenty** of chairs, **enough** water, **most** students,

Appositives

An appositive is a noun or noun phrase that renames or describes the noun to which it is next.

- Ali, **my best friend**, is taking me to the airport Saturday afternoon.
- Dr. John, **a well known lecturer**, will be speaking at the conference.
- My friend Ahmed, **a talented artist**, designed the logo for our company.
- The CEO, **a highly respected businesswoman**, announced the company's expansion plans.

Antecedent

An antecedent in English grammar is the noun or noun phrase that a pronoun refers to.

- **Ahmed** went out in the rain, he got wet.

(In the above sentence, ‘Ahmed’ is the subject of the sentence as well as the antecedent of the pronoun ‘he’)

- The **children** went to the park, and they played all afternoon.

(In the above sentence, ‘children’ is the subject of the sentence as well as the antecedent of the pronoun ‘they’)

- The **book** that you gave me is fascinating.

(In the above sentence, ‘book’ is the subject of the sentence as well as the antecedent of the pronoun ‘that’)

Chapter : 10 Types of References

Anaphoric Reference

Anaphoric reference occurs when a word or word phrase refers to something mentioned earlier in the discourse.

- Ali went to the bank. **He** was annoyed because **it** was closed.
- Sara went to the store. **She** bought some groceries.
- The book was thrilling. **It** kept me on the edge of my seat until the very end.
- The students studied hard for their exams. **They** all passed with flying colours.

Cataphoric Reference

Cataphoric reference occurs when a word or word phrase refers to something mentioned later in the discourse.

Although, I phoned **him** every week, my father still complains that I don't keep in touch often.
Before **she** could react, Alina saw a ghost in the mirror.
If you call **him**, tell Ali to come as soon as possible.
When **she** received the letter, Maria's heart skipped a beat.

Exophoric Reference

Exophoric reference occurs when a word or phrase refers to something outside the discourse, relying on shared context or physical presence.

- **They** are late again, can you believe it? (**They** refers to some people outside the discourse known to both speakers.)
- The book is over **there**. (Here, the text is not indicating where the book is lying.)
- I saw **him** at the party. He was wearing a blue shirt. (Here, **him** refers to a person known to both the speaker and the listener, likely someone who was at the same party being discussed.)
- Look at **that** building over there. (Here, **that** refers to a building that is physically present and visible to both the speaker and the listener).

Endophoric Reference

An endophoric reference is a reference in a text to something else inside the text. Endophoric relations are catergorized either as Anaphoric or Cataphoric references.

- Javed went to the store. **He** bought some milk. (Anaphoric reference)
- When **he** arrived, Hassan was surprised to see everyone waiting for him. (Cataphoric Reference)

Cross Reference

A reference from one part of a book to another part for additional information or clarity of to a topic. It is used to research, verify or organize.

In simple terms, it is like saying, "For more details, see page 5" or "Refer to chapter 3 for a complete discussion." This technique is widely used in academic writing, legal documents and informative texts. It helps to connect different parts of a document, making it easier for readers to find and understand related information. Cross reference is helpful in enhancing comprehension, building vocabulary and improving research skills. For example,

- In an English textbook, a chapter about verb tenses might refer you to another section that deals with irregular verbs.

Lexical Reference

It is related to words or vocabulary of a language as distinguished from its grammar and construction. For example, English word, 'patriotism' is from Latin language word 'patriota' which means countryman. Therefore, 'patriota' is a lexical reference of the word 'patriotism'.

Homophoric Reference

Homophoric reference occurs when the reference is to something that is universally known or generally assumed in the context.

- **The Mona Lisa** is displayed in the Louvre.

'The Mona Lisa' refers to the famous painting by Leonardo da Vinci, universally known.

- On **Christmas**, we exchange gifts.

'Christmas' is understood as the holiday celebrated on December 25th.

- **The President** gave a speech last night.

'The President' refers to the current President of the country, understood by those in that country.

Ellipsis

Ellipsis is the omission of a word or phrase that is understood from the context.

- She can play the piano, and he can too.

'Play the piano' is omitted after 'he can' but understood.

Chapter : 11 Tenses

Tense	Rules	Examples
Present Simple	Subject + 1st form of verb + Object He, she, it, singular = V1 + s/es I, we, you, they, plural = V1 ***Helping verbs :*** He, she, it, singular = does I, we, you, they, plural = do	(+) She sings a song. (-) She does not sing a song. (?) Does she sing a song? (+) I play cricket. (-) I do not play cricket. (?) Do I play cricket?
Present Continuous	Subject + 1st form of verb + ing + Object ***Helping verbs :*** He, she, it, Singular = is I = am You, we, they, plural = are	(+) She is singing a song. (-) She is not singing a song. (?) Is she singing a song? (+) I am playing cricket. (-) I am not playing cricket. (?) Am I playing cricket?
Present Perfect	Subject + 3rd form of verb + Object ***Helping verbs :*** He, she, it, singular = has I, we, you, they, plural = have	(+) She has sung a song. (-) She has not sung a song. (?) Has she sung a song? (+) I have played cricket. (-) I have not played cricket. (?) Have I played cricket?

<table>
<tr><td>Present Perfect Continuous</td><td>Subject + 1st form of verb + ing + Object

Since / for

Helping verbs :
He, she, it, singular = has been
I, we, you, they, plural = have been</td><td>(+) She has been singing a song since morning.
(-) She has not been singing a song since morning.
(?) Has she been singing a song since morning?</td></tr>
<tr><td></td><td><table><tr><th>Since</th><th>For</th></tr><tr><td>Morning</td><td>two hours</td></tr><tr><td>Afternoon</td><td>fifteen minutes</td></tr><tr><td>Evening</td><td>many days</td></tr><tr><td>Night</td><td>several weeks</td></tr><tr><td>6:00 a.m/p.m</td><td>few months</td></tr><tr><td>8 o’ clock</td><td>some years</td></tr><tr><td>All days of the week</td><td>five years</td></tr><tr><td>All months of the year</td><td>three months</td></tr><tr><td>1980</td><td>two nights</td></tr><tr><td>Yesterday</td><td>six weeks</td></tr><tr><td>13th of the month</td><td>four days</td></tr></table></td><td></td></tr>
<tr><td>Past Simple</td><td>Subject + 2nd form of verb + Object

He, she, it, singular, I, we, you, they, plural = V2

Helping verbs :

He, she, it, singular, I, we, you, they, plural = did + V1</td><td>(+) She sang a song.
(-) She did not sing a song.
(?) Did she sing a song?

(+) I played cricket.
(-) I did not play cricket.
(?) Did I play cricket?</td></tr>
<tr><td>Past Continuous</td><td>Subject + 1st form of verb + ing + Object

Helping verbs :

He, she, it, I, Singular = was

You, we, they, plural = were</td><td>(+) She was singing a song.
(-) She was not singing a song.
(?) Was she singing a song?

(+) We were playing cricket.
(-) We were not playing cricket.
(?) Were we playing cricket?</td></tr>
<tr><td>Past Perfect</td><td>Subject + had + 3rd form of verb + Object

Helping verbs :

He, she, it, singular, I, we, you, they, plural = had + V3</td><td>(+) She had sung a song.
(-) She had not sung a song.
(?) Had she sung a song?

(+) I had played cricket.
(-) I had not played cricket.
(?) Had I played cricket?</td></tr>
</table>

Past Perfect Continuous	Subject + 1st form of verb + ing + Object Since / for ***Helping verbs :*** He, she, it, singular, I, we, you, they, plural = had been	(+) She had been singing a song since morning. (-) She had not been singing a song since morning. (?) Had she been singing a song since morning?
Future Simple	Subject + shall/ will + 1st form of verb + Object ***Helping verbs :*** I, we = shall He, she, it, Singular, you, they, plural = will (***Note : Shall*** *is more formal and less common than* ***will.***)	(+) She will sing a song. (-) She will not sing a song. (?) Will she sing a song? (+) I shall play cricket. (-) I shall not play cricket. (?) Shall I play cricket?
Future Continuous	Subject + shall be / will be + 1st form of verb + ing + Object ***Helping verbs :*** I, we = shall be He, she, it, Singular, you, they, plural = will be	(+) She will be singing a song. (-) She will not be singing a song. (?) Will she be singing a song? (+) I shall be playing cricket. (-) I shall not be playing cricket. (?) Shall I be playing cricket?
Future Perfect	Subject + shall have / will have + 3rd form of verb + Object ***Helping verbs :*** I, we = shall have He, she, it, Singular, you, they, plural = will have	(+) She will have sung a song. (-) She will not have sung a song. (?) Will she have sung a song? (+) I shall have played cricket. (-) I shall not have played cricket. (?) Shall I have played cricket?
Future Perfect Continuous	Subject + shall have been / will have been+ 1st form of verb + ing + Object ***Helping verbs :*** I, we = shall have been He, she, it, Singular, you, they, plural = will have been	(+) She will have been singing a song since morning. (-) She will not have been singing a song since morning. (?) Will she have been singing a song since morning?

Tense	Example	Usage / Description
Present Simple	I eat breakfast every morning.	Regular actions/habits, general truths.
Present Continuous	She is watching T.V now.	Actions happening at the moment of speaking.
Present Perfect	They have already finished their homework.	It represents an action that just happened in the recent past and still has its effect in the present.
Present Perfect Continuous	I have been studying for two hours.	Continuous actions that started in the past and continue into the present.
Past Simple	She visited Paris last summer.	Completed actions in the past.
Past Continuous	They were playing football there.	Ongoing actions in the past at a specific moment.
Past Perfect	He had already left before I arrived.	It clearly states that one action took place before another action in the past.
Past Perfect Continuous	She had been studying all night before the exam.	Continuous actions that were ongoing before another point in the past.
Future Simple	I will go to the store tomorrow.	Actions that will occur in the future.
Future Continuous	They will be watching the movie at 9 p.m.	Actions that will be ongoing at a specific future time.
Future Perfect	I will have eaten the food by lunchtime.	Actions that will be completed before a specific future time.
Future Perfect Continuous	I will have been waiting here for three hours.	It expresses the ongoing action that will be completed in future before a certain time.

Chapter : 12 Active and Passive Voice

Key Points
Subject and Object Swap
In passive voice, the object of the active sentence becomes the subject of the passive sentence.
Auxiliary Verbs
The passive voice often requires an auxiliary verb followed by a past participle.
Tense Consistency
The tense of the verb in the active sentence must be maintained in the passive sentence through the appropriate form of auxiliary verb.

Transitive Verbs

Only transitive verbs (verbs that take an object) can be used in the passive voice.

Aspect	Active Voice	Passive Voice
Basic Structure	Subject + Verb + Object	Object + helping verb + 3rd form of verb + (by + Subject)
Present Simple	They play soccer.	Soccer is played by them.
Present Continuous	They are playing soccer.	Soccer is being played by them.
Present Perfect	They have played soccer.	Soccer has been played by them.
Past Simple	They played soccer.	Soccer was played by them.
Past Continuous	They were playing soccer.	Soccer was being played by them.
Past Perfect	They had played soccer.	Soccer had been played by them.
Future Simple	They will play soccer.	Soccer will be played by them.
Future Perfect	They will have played soccer.	Soccer will have been played by them.
Modals (can, should, must etc)	They can play soccer.	Soccer can be played by them.
Imperative	Play the soccer.	Let the soccer be played.
Interrogative	Do they play soccer?	Is soccer played by them?
Interrogative (wh)	Why did they play soccer?	Why was soccer played by them?

Chapter : 13 Direct and Indirect Speech

Direct Speech

Direct speech involves quoting the exact words spoken by a person. It is often indicated by the use of quotation marks.

- She said, "I am going to the store now."

Indirect Speech

Indirect speech or reported speech, involves paraphrasing what someone has said without quoting their exact words. The original speech is reported using a reporting verb and often involves changes in pronouns, verb tenses, and other sentence elements.

- She said that she was going to the store then.

Rules for conversion of Direct Speech into Indirect Speech

General Rules

- Change of tenses
- Change of pronouns
- Change of expression of time and place
- The comma and the inverted comma are omitted
- The conjunction 'that' is generally used

Change of Tense

If the reporting verb is in the present tense or future tense, the tense of the reported speech remains unchanged.

Direct : Ahmed says, "I eat a mango".
Indirect : Ahmed says that he eats a mango".

Direct : He will say, "I am going."
Indirect : He will say that he is going.

If the reporting verb is in the past tense, the tense of the verbs in the reported speech or Indirect Speech will be changed. The change will take place according to the following rules.

Direct	Indirect
Present simple	Past simple
Past simple	Past perfect
Past continuous	Past perfect continuous
Present perfect continuous	Past perfect continuous
Present continuous	Past continuous
Present perfect	Past perfect
Change of Modal Verbs	
will / shall	would
can	Could
may	might

Change of Time / Place	
this	that
these	those
now	then
here	there
thus	so
today	that day
tomorrow	the next day
yesterday	the previous day / the day before
hence	thence
hither	thither
the next week / month	the following week / month
ago	before
last night	the previous night / the night before
must	had to

Change of Pronouns (SON)

The pronoun of the first person in direct speech is changed with the subject of the reported speech.

- **Direct :** He said, "**I** always help the poor."
  Indirect : He said that **he** always helped the poor.

The pronoun of the second person in direct speech is changed with the object of the reporting speech.

- **Direct :** He said to me, "**You** always help the poor."
  Indirect : He told me that **I** always helped the poor.

The pronoun of the third person in reported speech remains unchanged.

- **Direct :** He said, "**She** has completed her work."
  Indirect : He said that **she** had completed her work.

Assertive Sentences
She said to me, "Ali can solve this problem today." She told me that Ali could solve that problem that day.

He said, "I did not buy a new pen yesterday."
He said that he had not bought a new pen the previous day.

She said, "I was playing with my doll."
She said that she had been playing with her doll.

Interrogative Sentences

He said to me, "When will you return my book?"
He asked me when I would return his book.

He said to her, "Did you see the doctor yesterday?"
He asked her if she had seen the doctor the previous day.

Imperative Sentences

He said to his servant, "Polish my shoes."
He ordered his servant to polish his shoes.

He said to me, "Please help me."
She requested me to help her.

Ali said to his son, "Do not waste your time."
Ali forbade his son to waste his time.

Exclamatory Sentences

He said, "Hurrah! I have won the first prize."
He exclaimed with joy that he had won the first prize.

They said, "Alas! His father has died."
They exclaimed with sorrow that his father had died.

She said, "What a beautiful flower it is!"
She exclaimed with admiration that it was a beautiful flower.

Optative Sentences

She said, "May you live long!"
She prayed that I might live long.

She said, "May my son pass the examination this year!"
She prayed that her son might pass the examination that year.

Mother said to me, "Would that your father were here today!"
Mother wished that my father had been there that day.

Chapter : 14 Transitional Devices

Transitional devices help create coherence, logical progression, and smooth transitions within a piece of writing. Transitional devices are essential tools for effective writing and communication.

Transitional Devices	Transition Words
Addition	also, and, furthermore, moreover, besides, likewise, similarly, in addition, additionally, not only... but also
Contrast	but, yet, however, nevertheless, on the other hand, in contrast, conversely, still, although, even though, despite, while, whereas, instead, nonetheless, regardless

Comparison	similarly, likewise, in the same way, similarly to, in comparison, by the same token
Cause and Effect:	because, since, as a result, consequently, therefore, thus, accordingly, so, hence, for this reason, due to, as a consequence, as a result of
Sequence / Order	first, second, third, next, then, afterward, subsequently, finally, eventually, at last, later, before, during, after, earlier, simultaneously
Illustration / Example	for example, for instance, to illustrate, such as, namely, in particular, specifically, in other words, as an illustration, to demonstrate
Emphasis	indeed, in fact, truly, certainly, without a doubt, undoubtedly, naturally, clearly, obviously, significantly, importantly, undeniably, without reservation, emphatically, unquestionably, absolutely, definitely
Summary / Conclusion	in conclusion, to summarize, overall, consequently, to sum up, ultimately, all in all, briefly, on the whole, therefore, thus, in short, as a result
Time	now, then, later, meanwhile, afterward, subsequently, before, after, during, subsequently, eventually, at last, finally
Condition	if, unless, provided that, on condition that, even if, as long as
Place	here, there, nearby, beyond, adjacent to, opposite, in front of, behind, elsewhere

Chapter : 15 Poetic Devices and Literary Terms

Simile	A simile is a figure of speech that compares two different things using the words "like" or "as" to highlight a similarity between them. ➢ He is as cunning as a fox. ➢ The water well was as dry as a bone. ➢ They fought like cats and dogs. ➢ This dress is perfect because it fits like a glove.
Metaphor	A metaphor is a figure of speech that compares two unrelated things, suggesting that they are alike in some way. A Metaphor implies a direct resemblance between the two things. ➢ Laughter is the music of the soul. ➢ Their home was a prison. ➢ The world is a stage. ➢ Books are the keys to your imagination.
Personification	Personification is a figure of speech where human attributes or qualities are given to non-human entities, objects, or abstract concepts. ➢ The flowers were begging for water. ➢ This city never sleeps. ➢ My house is a friend who protects me. ➢ Time flies when you're having fun.
Alliteration	Alliteration is a literary device characterized by the repetition of the same initial consonant sounds in a sequence of words within close proximity. ➢ **C**ome and **c**lean the **c**haos in your **c**loset. ➢ **G**o and **g**ather the **g**reen leaves on the **g**rass. ➢ Those **h**orses **h**ave **h**eavy **h**ooves. ➢ A **p**aper **p**lane **p**assed over my head.

<table>
<tr><td></td><td></td></tr>
<tr><td>Imagery</td><td>Imagery is a literary device that uses descriptive language to create vivid mental pictures for the reader. It appeals to the five senses—sight, sound, smell, taste, and touch—and helps to evoke emotions, and bring scenes to life.
<table>
<tr><td>Visual Imagery</td><td>This involves descriptions that appeal to the sense of sight, helping readers to visualize scenes and characters.
➢ The crystal-clear water sparkled in the sunlight, reflecting the lush green trees surrounding the lake.</td></tr>
<tr><td>Auditory Imagery</td><td>Descriptions that appeal to the sense of sound.
➢ The leaves rustled in the wind, and a distant dog barked.</td></tr>
<tr><td>Olfactory Imagery</td><td>Descriptions that appeal to the sense of smell.
➢ The aroma of freshly baked bread filled the air.</td></tr>
<tr><td>Gustatory Imagery</td><td>Descriptions that appeal to the sense of taste.
➢ The tartness of the lemon made her lips pucker.</td></tr>
<tr><td>Tactile Imagery</td><td>Descriptions that appeal to the sense of touch.
➢ The soft, velvety petals of the rose brushed against her fingertips.</td></tr>
</table></td></tr>
<tr><td>Assonance</td><td>Assonance is a literary device in which the repetition of similar vowel sounds takes place in two or more words in proximity to each other within a line of poetry or prose.
➢ ‘Hear the mellow wedding bells’ - "The Bells" by Edgar Allen Poe
➢ ‘The rain in Spain stays mainly on the plain.’ - My Fair Lady by Alan Jay Lerner</td></tr>
<tr><td>Consonance</td><td>Consonance is a literary device that involves the repetition of consonant sounds within or at the end of words in close proximity.Unlike alliteration, which repeats initial consonant sounds, consonance can occur anywhere within the words.

➢ ‘The light of the moon went soon.’ (repetition of the "n" sound)
➢ ‘He struck a streak of bad luck.’ (repetition of the "k" sound)</td></tr>
<tr><td>Enjambment</td><td>Enjambment is a poetic technique where a sentence or phrase runs over the end of one line of verse into the next line, without a grammatical pause. This means that the thought or phrase doesn't end with the line break but continues into the next line.

➢ From Percy Bysshe Shelley's ‘Ode to the West Wind’:

O wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing,

➢ From William Wordsworth's ‘Lines Composed a Few Miles Above Tintern Abbey’:

And I have felt
A presence that disturbs me with the joy
Of elevated thoughts; a sense sublime
Of something far more deeply interfused,</td></tr>
<tr><td>Symbolism</td><td>Symbolism is a literary device that refers to the use of symbols in a literary work. A symbol is something that stands for or suggests something else; it represents something beyond literal meaning.</td></tr>
</table>

<table>
<tr><td></td><td>
➢ rainbow–symbolizes hope and promise
➢ red rose–symbolizes love and romance
➢ dollar sign–symbolizes money, earnings, wealth
➢ image of shopping cart–symbolizes online purchases
</td></tr>
<tr><td>Onomatopoeia</td><td>
Onomatopoeia, is defined as a word that imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.
➢ The buzzing bee flew away.
➢ The sack fell into the river with a splash.
➢ The books fell on the table with a loud thump.
➢ He looked at the roaring.
</td></tr>
<tr><td>Hyperbole</td><td>
Hyperbole is a figure of speech and literary device that creates heightened effect through deliberate exaggeration.
➢ I’ve told you to clean your room a million times.
➢ I have a million things to do today.
➢ That suitcase weighed a ton.
➢ She’s going to die of embarrassment.
</td></tr>
<tr><td>Anaphora</td><td>
Repetition of a word or phrase at the beginning of successive sentences, phrases, or clauses.

➢ ‘To every thing there is a season, and a time to every purpose under the heaven: A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted; A time to kill, and a time to heal; a time to break down, and a time to build up…’ - Ecclesiastes

➢ ‘It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity…’ - Charles Dickens, ‘A Tale of Two Cities’
</td></tr>
<tr><td>Oxymoron</td><td>
Oxymoron is a figure of speech pairing two words together that are opposing and/or contradictory.
➢ My brother and I had a friendly fight over the remote.
➢ You look awfully pretty in that coat.
➢ Sara ate the whole piece of pie.
➢ The carpenters left the bench completely unfinished.
➢ True fiction is my favorite genre to read.
➢ It is considered a false truth that a broken mirror means bad luck.
</td></tr>
<tr><td>Irony</td><td>
Irony is a literary device in which contradictory statements or situations reveal a reality that is different from what appears to be true.

<table>
<tr><td>Verbal Irony</td><td>This occurs when someone says something but means the opposite. It's often similar to sarcasm.
➢ Telling a rude customer to “have a nice day”
➢ Stating during a thunderstorm, “beautiful weather we’re having”</td></tr>
<tr><td>Situational Irony</td><td>This happens when there is a stark difference between the expected result and the actual outcome.
➢ ‘A fire station burning down’ is an instance of situational irony.</td></tr>
<tr><td>Dramatic Irony:</td><td>This form of irony occurs when the audience knows something that the characters do not.
➢ In Shakespeare's ‘Romeo and Juliet,’ the audience knows that Juliet is not dead, but Romeo does not, leading to tragic consequences.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Allusion</td><td>An allusion is a literary device where the author makes a reference to a well-known person, place, event, or work of art, literature, history, or culture.
<table>
<tr><td>Mythological Allusion</td><td>Referring to someone as having ‘Herculean strength’ alludes to the Greek hero Hercules, known for his extraordinary strength.</td></tr>
<tr><td>Historical Allusion</td><td>Saying “He met his Waterloo” alludes to Napoleon's final defeat at the Battle of Waterloo, implying a significant and final defeat.</td></tr>
<tr><td>Literary Allusion</td><td>Describing a situation as ‘Orwellian’ alludes to George Orwell's novel ‘1984,’ suggesting a dystopian and oppressive society.</td></tr>
</table></td></tr>
<tr><td>Allegory</td><td>An allegory is a narrative technique in which characters, events, and settings represent abstract ideas or concepts, conveying a deeper moral, political, or philosophical meaning beyond the literal level of the story.

‘Animal Farm’ by George Orwell

On the surface, it's a story about farm animals who overthrow their human farmer and establish their own government.
➢ Allegorically, it represents the Russian Revolution and the subsequent rise of the Soviet Union, with characters and events symbolizing real historical figures and occurrences.

‘The Lord of the Flies’ by William Golding

On the surface, it is about a group of boys stranded on a deserted island who descend into savagery.
➢ Allegorically, it explores the inherent evil within human nature and the breakdown of societal order.</td></tr>
<tr><td>Antithesis</td><td>Antithesis is a rhetorical device in which two opposite or contrasting ideas are put together in a sentence to achieve a contrasting effect.
➢ Charles Dickens' ‘A Tale of Two Cities’: “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness…”
➢ ‘Speech is silver, but silence is golden.’</td></tr>
<tr><td>Protagonist</td><td>A protagonist is the main character in a story, play, novel, or other literary work.
➢ Harry Potter in J.K. Rowling’s ‘Harry Potter’ series
➢ Elizabeth Bennet in Jane Austen's ‘Pride and Prejudice’</td></tr>
<tr><td>Antagonist</td><td>The antagonist is the character or force in a story that opposes or creates conflict for the protagonist.
➢ Lord Voldemort in J.K. Rowling's ‘Harry Potter’ series
➢ Iago in William Shakespeare’s ‘Othello’
➢ Miss Havisham in Charles Dickens’ ‘Great Expectations’</td></tr>
<tr><td>Synecdoche</td><td>Synecdoche is a figure of speech in which a part of something is used to represent the whole, or vice versa.
➢ Referring to a car as ‘wheels’ or a ship as ‘sails.’
➢ Referring to a group of people as ‘the nation’ or society as ‘the community.’</td></tr>
<tr><td>Soliloquy</td><td>A soliloquy is a dramatic device in which a character speaks their thoughts aloud when they are alone or believe themselves to be alone on stage.
➢ Hamlet's soliloquy in William Shakespeare's ‘Hamlet’
“To be, or not to be: that is the question…”
➢ Macbeth's soliloquy in Shakespeare's ‘Macbeth’
“Is this a dagger which I see before me…”</td></tr>
</table>

Homophones

(Same pronunciation, different meaning)

Buy (verb): to purchase something.
Bye (interjection): a short form of goodbye.

Peace (noun): a state of tranquility or absence of conflict.
Piece (noun): a part of something.

Homographs

(Same spelling, different meaning)

Bear	Bark
(noun) A large mammal. (verb) To carry or support.	(noun) The outer covering of a tree. (verb) The sound a dog makes.

Homonyms

Homonyms are those words that have the same spelling or pronunciation but completely different meanings and functions.

Saw	Bank
(verb) Past tense of see. (noun) A tool for cutting.	(noun) An institution for financial transactions. (noun) The side of a river. (verb) To tilt or incline (as in aviation).

Connotation

Connotation refers to the implied or suggested meanings, emotions, or associations that a word carries beyond its literal definition.

Positive Connotation	Negative Connotation	Neutral Connotation
➢ **Youthful** Suggests energy, vigour, and freshness.	➢ **Childish** Implies immaturity and irresponsibility.	➢ **Youth** Simply denotes a young person without implying additional qualities.
➢ **Home** Conveys warmth, comfort, and safety.	➢ **Manipulative** Implies deceitful or controlling behaviour for personal gain.	➢ **Residence** A neutral term for a place where someone lives.

Denotation

Denotation refers to the literal, dictionary definition of a word.

➢ **Rose** A type of flowering plant typically with thorny stems and fragrant flowers.	➢ **School** An institution for educating children.	➢ **Laptop** A portable computer that is small enough to use on one's lap.

Maxim

A maxim is a concise statement or principle that conveys a general truth, rule of conduct, or practical advice.

- Actions speak louder than words.
- The early bird catches the worm.
- An apple a day keeps the doctor away.
- Where there's a will, there's a way.
- The pen is mightier than the sword.
- Every cloud has a silver lining.

Paradox

A paradox is a statement that appears at first to be contradictory, but upon reflection then makes sense.

- Impossible is not a word in my vocabulary
- Do the thing you think you cannot do
- The enemy of my enemy is my friend

Apostrophe	An apostrophe is a direct address to the dead, to the absent or to a personified object or idea. ➢ From Percy Bysshe Shelley's **Ode to the West Wind** 'O wild West Wind, thou breath of Autumn's being, Thou, from whose unseen presence the leaves dead Are driven, like ghosts from an enchanter fleeing.'
Euphemism	Euphemism is a figure of speech where a mild, indirect, or vague term is used to replace a more direct, harsh, or blunt one. ➢ **Passed away** instead of **died** ➢ **Between jobs** instead of **unemployed** ➢ **Senior citizen** instead of **old person** ➢ **Let go** instead of **fired** ➢ **Pre-owned** instead of **second-hand**
Synopsis	Synopsis is a brief summary or overview of the main points or plot of a piece of work. Key elements of a synopsis are: ➢ ***Conciseness*** ➢ ***Clarity*** ➢ ***Key points*** **The Merchant of Venice** is a complex play that intertwines themes of mercy, justice, revenge, and the tension between love and hate. The plot centers around Antonio, a merchant in Venice, and his friend Bassanio, who wishes to court the wealthy heiress Portia. To finance Bassanio's pursuit, Antonio borrows money from Shylock, a Jewish moneylender, agreeing to a bond that stipulates if Antonio defaults, Shylock may take a pound of his flesh. As Bassanio wins Portia's hand through a test of caskets devised by her father, Antonio's ships are reported lost at sea, leaving him unable to repay the loan. Shylock, who harbors a deep grudge against Antonio for past wrongs and insults, demands his pound of flesh as stipulated in the bond. The climax occurs in a courtroom, where Portia, disguised as a young male lawyer, delivers a famous speech on mercy and outwits Shylock by interpreting the bond's terms literally: Shylock can take his pound of flesh, but not a drop of blood. Defeated and stripped of his wealth, Shylock is forced to convert to Christianity. The play concludes with themes of forgiveness and reconciliation as Antonio's fortunes are restored and the couples—Bassanio and Portia, Gratiano and Nerissa—are happily united. Despite the resolution, the play leaves lingering questions about justice, mercy, and the treatment of outsiders.

Chapter : 16 Genres of Literature

Fictional Prose	
Myth	A myth is a traditional story that mostly includes supernatural and imaginary plots and characters. They typically involve gods, goddesses, heroes, and mythical creatures. ***Greek Mythology:*** Stories of gods and heroes from ancient Greece, including Zeus, Hera, Athena, Hercules, and many others.
Legend	Legends are a type of traditional narrative that typically focus on extraordinary events or characters that are believed to have some basis in historical truth but often include elements of myth or folklore. Unlike myths, which often involve

	gods, legends usually center around human heroes or extraordinary individuals. ***Robin Hood:*** A legendary outlaw who robs from the rich to give to the poor, often depicted as living in Sherwood Forest and opposing unjust authority. ***Beowulf:*** An Old English epic poem that tells the story of a hero who battles monsters, including the infamous Grendel and a dragon.
Fable	Fables typically feature animals, plants, or inanimate objects as characters, often with human-like qualities such as the ability to speak and reason. These characters are used to convey moral lessons or teachings in a simple manner. Fables are usually short and concise narratives. **Aesop's** fables like **The Tortoise and the Hare**, **The Ant and the Grasshopper.**
Parable	A parable is a brief, allegorical story that is used to illustrate a moral or spiritual lesson. Similar to fables, parables often involve everyday characters and situations but are intended to convey deeper truths or principles. The story ***The Boy Who Cried Wolf by Aesop*** is a popular example of a parable. This story teaches the importance of honesty. This moral is taught through a young boy who lies to get attention. Eventually, he loses the trust of the village and has no help when he encounters a true crisis. This famous parable is often told to young children to teach the importance of being honest.
Novel	A novel is a lengthy work of fictional prose that tells a complex story involving characters, plot, setting, and themes. **Pride and Prejudice** by Jane Austen**, To Kill a Mockingbird** by Harper Lee**, 1984** by George Orwell**, The Great Gatsby** by F. Scott Fitzgerald
Short Story	A short story is a brief work of fiction that typically focuses on a single incident, character, setting, or theme. Unlike novels, which are longer and more expansive, short stories aim to convey a complete narrative within a limited word count. **The Lottery** by Shirley Jackson, **The Tell-Tale Heart** by Edgar Allan Poe, **The Gift of the Magi** by O. Henry, **The Yellow Wallpaper** by Charlotte Perkins Gilman, **A Good Man is Hard to Find** by Flannery O'Connor
Non- Fictional Prose	
News Reports	News reports are factual accounts of recent events or developments presented by journalists or news organizations.
Essays	Short pieces of writing that explore a specific topic or idea from the author's perspective.
Articles	Informative pieces of writing published in newspapers, magazines, journals, or online platforms.
Memoirs	Personal narratives that recount the author's experiences, memories, and reflections on a particular period of their life.
Autobiographies	Personal narratives written by the subject themselves, recounting their own life story, experiences, and insights.
Biographies	Detailed accounts of a person's life, written by another individual.
Poetry	
Sonnet	A fourteen lines poem written in iambic pentameter with a specific rhyme scheme. There are various forms of sonnets, including the Shakespearean (or English) sonnet and the Petrarchan (or Italian) sonnet.
Ballad	A narrative poem that is often set to music and tells a story of love, adventure, or tragedy.

Lyric	Expresses personal thoughts, feelings, and emotions in a musical and introspective manner.
Ode	A lyrical poem that celebrates or praises a person, event, object, or concept.
Elegy	An elegy is a type of poem that is typically reflective and melancholic, often written to mourn the loss of someone or something.
Dramatic Monologue	A dramatic monologue is a type of poetry in which a single character speaks to a silent audience, revealing his/her thoughts, feelings, and motives.
Drama	
Tragedy	Tragedy is a serious form of drama that typically involves a great person who experiences a downfall due to a flaw or fate. Shakespeare's **Othello** and Sophocles' **Oedipus Rex**.
Comedy	Comedy aims to amuse and entertain the audience, often highlighting human folly and societal norms. Oscar Wilde's **The Importance of Being Earnest** and Shakespeare's **Much Ado About Nothing**
Tragicomedy	Tragicomedy blends elements of both tragedy and comedy, often featuring serious themes with moments of humor or a happy ending. Shakespeare's **The Merchant of Venice**
Melodrama	Melodrama emphasizes sensationalism and emotional appeal, often with clear distinctions between good and evil characters. **Uncle Tom's Cabin** by George Aiken
Historical Drama	Historical drama portrays events or figures from history, often blending fact with fiction. Shakespeare's **Henry V** and Arthur Miller's **The Crucible**.

Chapter : 17 Letter and Application Writing

Types of Letters

Formal Letter	A formal letter is a type of written communication that follows a specific format and tone, typically used for professional, official, or business purposes.
Informal Letter	An informal letter is a type of personal communication typically written to friends, family members, or acquaintances.

Kinds of of Letters

Personal Letters	These are informal letters exchanged between individuals, often for maintaining personal connections or expressing emotions. Personal letters can include letters to friends, family members, pen pals, etc.
Business Letters	These are formal letters exchanged within a business context. They can include letters of inquiry, order letters, sales letters, etc.
Official Letters	Official letters adhere to specific formats and are used for professional or official communication. Examples include business letters, letters of complaint, letters of application (such as job applications), letters of recommendation, and cover letters.

Format of a Formal / Informal Letter

- Address of a Sender
- Date of Writing the Letter
- Address of the Recipient
- Subject of the Letter
- Salutation / Greeting
- Body of the Letter (Introduction, Middle section, Conclusion)
- Complimentary closing
- Sender's Name, Signature, and Designation

	ADDRESSEES	**SALUTATIONS**	**SUBSCRIPTIONS**
Formal Letters	Strangers	Sir / Madam,	Yours truly,
	Officers	Sir / Madam,	Yours obediently,
	Editors of Newspapers	Sir / Madam,	Yours truly,
	Business concerns	Dear sir,	Yours faithfully,

	ADDRESSEES	**SALUTATIONS**	**SUBSCRIPTIONS**
Informal Letters	Parents	Dear father / Dear mother	Yours affectionately
	Brothers and sisters	Dear brother / Dear sister	Yours affectionately
	Relatives	Dear uncle / Dear aunt	Yours affectionately
	Friends / Acquaintance	Dear friend	Yours sincerely Yours truly

17.1 (Samples)

■ Letter to your friend requesting him to spend the summer vacation with you.

Examination Hall,
City A.B.C.
June 1, 2024.

Subject : Requesting a friend to spend his summer vacation with me.

Dear friend,

I hope this letter finds you in great spirits and excellent health. It has been a while since we last caught up, and I have been missing our good old days together. As summer approaches, I have been thinking about how wonderful it would be to spend the vacation with you.

This summer, my family has planned a series of exciting activities, and I cannot think of a better way to enjoy them than in your company. We have a beach trip lined up, some hiking adventures in the mountains, and even a weekend at a lakeside cabin. Additionally, we are planning to explore some local cultural events and food festivals that promise to be a lot of fun.Spending time together would be a great opportunity for us to relax, reminisce, and create new memories. I have talked to my parents, and they are thrilled about the idea of you joining us. There is plenty of room at our place, and we would love to have you stay with us for as long as you can.

Please give it some thought and let me know if you can make it. I am really looking forward to spend some quality time with you and make this summer unforgettable. If you have any questions or need more details, don't hesitate to reach out.

Yours sincerely,
X.Y.Z.

■ Email to your mother asking her about her health issues.

From: sender@abcmail.com
To: receiver@xyzmail.com
Date : June 1, 2024.

Subject: Inquiring about Health Issues.

Dear mother,

I hope this email finds you well. I have been thinking about you a lot lately and wanted to check in to see how you're doing, especially regarding your health.

How have you been feeling recently? Have there been any updates or changes in your condition? I have been concerned and would love to know if there is anything specific going on or if you have had any recent doctor appointments.

Please let me know if there is anything I can do to help or if you just need someone to talk to. Your well-being is very important to me, and I want to ensure you're taking good care of yourself.

Looking forward to hear from you soon. May Allah grant you speedy recovery!

Convey my best wishes to all at home.

Your loving son,
X.Y.Z.

■ Application to the principal of your school to request for Fee Concession.

The Principal,
School A.B.C.
City D.E.F.

Subject: Request for Fee Concession.

Respected Sir,

I hope this letter finds you in good health and high spirits. I am writing to request a fee concession for the current academic year. Due to financial constraints, I am facing difficulty in paying the full amount of the school fees.

I come from a humble background, and my family's financial situation has become challenging recently. Despite our best efforts, it has become increasingly difficult for us to meet all our financial obligations, including school fees.

I am deeply committed to my education and the values upheld by the school/college. I have always striven to excel academically and actively participate in school activities. However, the financial burden is hindering my ability to focus on my studies and fully engage in school life.

I humbly request your kind consideration in granting me a fee concession for the current academic year. Your support in this matter would alleviate a significant financial burden on my family and enable me to continue my education without undue stress and worry.

I assure you of my continued dedication to my studies and active participation in school activities. I am willing to provide any necessary documentation or information to support my request for fee concession.

Thank you for your attention to this matter. I am grateful for the opportunity to study at this school/college and sincerely hope for a favourable response to my request. Thanking you.

Yours obediently,
X.Y.Z.
Dated: June 1, 2024.

■ Letter to the editor of a newspaper about reckless driving.

Examination Hall,
City A.B.C.
June 1, 2024.

The Editor,
The News,
City A.B.C.

Subject: Letter to the editor of a newspaper about reckless driving.

Respected sir,

With due respect, I wish to draw the kind attention of the concerned authority and general public through your esteemed daily, towards increasing incidents of road accidents due to reckless driving.

Now a days, there is a great increase in the road accidents. They are a great danger for the public and a threat to life and property. The government should take strict action against it for the safety of the public. The main reason of the accidents is narrow roads and fast and rash driving. The buses and wagons start a race on the roads. The drivers over take one another on risky turns and thus cause horrible accidents. In this way they become a cause for the death of innocent people.

The traffic police should keep a watch over the speed limit of the vehicles. There must be check posts and surprise raids. The licenses of rash drivers should be canceled and they must be fined at the spot. The passengers should also cooperate with the government. They should not only refuse to travel in such buses but also report to the traffic police.

I appeal to the concerned authorities through the medium of your esteemed columns to look into the issue and do the needful.

Yours truly,
X.Y.Z.

■ Application to the Managing Director of a firm for the post of Manager.

Examination Hall,
City A.B.C.
June 1, 2024 .

The Managing Director,
Firm D.E.F,
City A.B.C.

Subject: Application for the post of a Manager.

Respected sir,

I am writing to express my interest in the position of Manager as advertised. With several years of experience, I am confident in my ability to contribute effectively to the growth and success of your esteemed organization.

Throughout my career, I have demonstrated strong leadership skills, strategic thinking, and a track record of achieving results. I have successfully managed teams, streamlined operations, and implemented innovative solutions to drive business performance and profitability. My ability to develop and execute strategic plans, foster a culture of collaboration has been instrumental in delivering tangible results and driving sustainable growth.

I am excited about the opportunity to join your company and contribute to its continued success. I am confident that my skills, experience, and passion for excellence make me a strong candidate for the Manager position.

Please find my attached resume for your review. I would welcome the opportunity to further discuss how my background and qualification align with the needs of your organization. Thank you for considering my application.

Yours faithfully,
X.Y.Z.

■ Letter to the District Health Officer about unsanitary conditions in your locality.

Examination Hall,
City ABC.
June 1, 2024.

The District Health Officer,
District ABC.

Subject : Unsanitary conditions in my locality.

Sir,

I am writing to bring to your attention the unsanitary conditions prevailing in our locality, which pose a serious risk to public health and well-being. Despite repeated attempts to address these issues locally, the situation has not improved, and I believe it requires immediate intervention from the health authorities.

One of the primary concerns is the accumulation of garbage and waste in various parts of our locality. Garbage bins overflow with waste and there is a noticeable absence of proper waste management practices. This not only creates an eyesore but also attracts pests and vermin, leading to the spread of diseases and contamination of the environment.

Additionally, there is a lack of adequate sanitation facilities, particularly in public areas such as parks, markets, and bus stops. Stagnant water pools and blocked drains have become breeding grounds for mosquitoes and other disease vectors, increasing the risk of vector-borne diseases such as dengue fever and malaria.

I urge the health department to conduct a thorough inspection of our locality and take immediate action to address these pressing issues. This may include:

1. Regular garbage collection and disposal services to prevent the accumulation of waste.
2. Implementation of effective waste management practices, including recycling and composting initiatives.
3. Provision of clean and accessible public toilets in strategic locations.
4. Regular maintenance of drainage systems to prevent waterlogging and stagnant water.
5. Public awareness campaigns on the importance of sanitation and hygiene practices.

I believe that by addressing these issues promptly, we can create a healthier and safer environment for all residents of our locality. Your intervention and support in this matter would be greatly appreciated.

Thank you for your attention to this urgent matter. I look forward to a positive response and action from the health department.

Yours truly,
X.Y.Z.

Chapter : 18 Paragraph Writing

Paragraph writing is a group of sentences that form a unit. A paragraph typically consists of several sentences organized around a central theme, with each sentence contributing to the overall coherence and unity of the paragraph.

Components of a Paragraph	
Topic Sentence	This is the main idea or point of the paragraph. It introduces the topic and sets the direction for the rest of the paragraph.
Supporting Sentences	These sentences provide further explanation, evidence, examples, or arguments to support the topic sentence. They develop and elaborate on the main idea.
Concluding Sentence	This sentence summarizes the main point of the paragraph or provides a conclusion to the ideas presented.
Types of Paragraph	
Narrative Paragraph	It tells a story or recounts a series of events. It often includes descriptive details and follows a chronological order. ➢ A Memorable Vacation ➢ A Personal Achievement ➢ A Day to Remember
Descriptive Paragraph	Paints a vivid picture of a person, place, object, or experience using sensory details such as sight, sound, smell, taste, and touch. ➢ A Captivating Sunset ➢ A Charming Old Town ➢ A Lively Market
Expository Paragraph	Provides information, explains a concept, or clarifies a topic. It presents facts, examples, and analysis in a clear and logical manner. ➢ The Human Digestive System ➢ Types of Renewable Energy ➢ Climate Change
Persuasive / Argumentative Paragraph	The second name for a persuasive paragraph is an 'argumentative paragraph.' Both terms essentially refer to the same type of writing, where the primary goal is to persuade the reader to adopt a particular viewpoint, take a specific action, or agree with the writer's opinion. ➢ The Effects of Social Media ➢ The Impact of Immigration ➢ The Benefits of Exercise ➢ Encouraging Healthy Eating Habits ➢ Promoting Mental Health Awareness

18.1 Sample Paragraphs

Busy City Street (Descriptive Paragraph)

The bustling city street was alive with a symphony of sounds and sights. Honking cars and the rhythmic clatter of subway trains filled the air, mingling with the chatter of hurried pedestrians. Neon signs flickered above storefronts, casting vibrant splashes of color onto the crowded sidewalks. Food vendors lined the curb, their tantalizing aromas—grilled meats, roasted chestnuts, and sweet pastries—enticing passersby. Amidst the sea of people, a street performer played a soulful tune on his saxophone, adding a touch of magic to the urban chaos. The city pulsed with an energy that was both exhilarating and overwhelming.

The First Time I Drove a Car (Narrative Paragraph)

The first time I drove a car was a thrilling yet nerve-wracking experience. My dad handed me the keys to our old sedan and took the passenger seat, ready to guide me through the process. My heart raced as I adjusted the seat and mirrors, trying to remember everything from my driver's education classes. Slowly, I turned the ignition and felt the engine roar to life. With my dad's calm instructions, I carefully navigated the quiet neighborhood streets, focusing intently on every turn and stop sign. There were a few jerky movements and close calls, but overall, I managed to keep the car under control. By the end of the drive, I felt a mix of relief and pride in having taken this significant step toward independence. My dad's encouragement and patience made the experience memorable and laid the foundation for my confidence behind the wheel.

The Importance of Time Management (Expository Paragraph)

Time management is a crucial skill that influences various aspects of our lives, from academic and professional success to personal well-being. Effective time management involves prioritizing tasks, setting goals, and allocating time efficiently to accomplish them. By planning and organizing our activities, we can maximize productivity, reduce stress, and achieve a better work-life balance. One strategy for effective time management is the use of tools such as calendars, planners, and to-do lists to track deadlines and appointments. Additionally, practicing self-discipline and avoiding procrastination can help maintain focus and meet deadlines. Time management skills are particularly valuable in today's fast-paced society, where demands on our time are constant and distractions abound. By mastering time management techniques, individuals can optimize their use of time, leading to increased productivity and overall satisfaction in both personal and professional endeavors.

The Importance of Sleep (Persuasive / argumentative Paragraph)

Sleep is often undervalued in today's fast-paced society, yet it plays a crucial role in our overall health and well-being. Numerous studies have shown that adequate sleep is essential for cognitive function, memory consolidation, and emotional regulation. However, many people sacrifice sleep in favor of work, social activities, or screen time, leading to a host of negative consequences. Chronic sleep deprivation has been linked to increased risk of obesity, diabetes, heart disease, and mental health disorders such as depression and anxiety. Moreover, sleep deprivation impairs judgment, reaction time, and decision-making abilities, posing safety risks in everyday activities such as driving. Therefore, it is imperative that individuals prioritize sleep and make efforts to establish healthy sleep habits. By getting enough sleep each night, we can improve our overall health, enhance cognitive function, and lead happier, more productive lives.

Chapter : 19 Essay Writing

Essay writing is the process of expressing one's thoughts, ideas, arguments, or opinions on a particular topic in a structured and coherent manner.

Components of an Essay	
Introduction	The opening section of the essay that provides background information on the topic and presents a concise statement that outlines the main argument or purpose of the essay.
Body Paragraphs	The main portion of the essay where the author presents and supports their arguments or ideas. Each body paragraph typically focuses on a single main point or argument, supported by evidence, examples, and analysis.
Conclusion	The closing section of the essay that summarizes the main points discussed in the body paragraphs. It may also offer insights or suggestions for further exploration.
Types of Essay	
Narrative Essay	A narrative essay is a form of writing that tells a story, often drawn from the author's own experiences. An Act of Kindness A Journey of Discovery An Unforgettable Adventure
Descriptive Essay	A descriptive essay is a genre of essay that requires the writer to describe a person, place, object, or event in vivid detail. The house where you grew up A piece of art that moved you A family reunion
Expository Essay	An expository essay is a genre of writing that aims to inform, explain, describe, or clarify a topic to the reader. The primary goal is to educate the reader without persuading or expressing personal opinions. The importance of extracurricular activities in schools The role of technology in modern education The causes and effects of air pollution
Persuasive / Argumentative Essay	The goal of an argumentative essay is to persuade the reader to accept the writer's viewpoint. The writer presents a claim or argument about a particular topic and supports it with evidence, reasoning, and analysis.

19.1 Sample Essays

The Dignity of Labour (Expository Essay)

In a world that often glamorizes wealth, power, and prestige, the true essence of human dignity lies in the humble act of labor. From the sweat of the brow to the calloused hands of the working class, labor forms the bedrock upon which societies are built, the silent force that propels progress and prosperity forward.

At its core, the dignity of labor embodies the fundamental belief that all forms of work are worthy of respect and recognition. Whether it's the farmer tilling the soil, the artisan crafting a masterpiece, or the janitor sweeping the floors, each individual contributes to the fabric of society in their own unique way. No job is too small or insignificant, for every task performed with diligence and dedication is a testament to the inherent value of human effort.

The dignity of labor is not just about earning a paycheck or fulfilling societal expectations; it's about finding purpose and meaning in one's work, regardless of its nature or status. It's about taking pride in a job well done, knowing that one's contributions make a difference in the lives of others. It's about recognizing the inherent worth and dignity of every individual, regardless of their occupation or station in life.

In a society that often equates success with material wealth and social status, the dignity of labor serves as a powerful reminder that true fulfillment comes from within – from the satisfaction of a job well done, the camaraderie of colleagues, and the sense of purpose that comes from contributing to the greater good.

Moreover, the dignity of labor fosters a sense of solidarity and empathy, bridging the divides of class, race, and nationality. It reminds us that we are all interconnected, bound together by the common thread of human experience. When we honor the dignity of labor, we recognize the inherent worth of every individual, regardless of their background or circumstances. We celebrate diversity and inclusivity, and we strive to create a world where everyone has the opportunity to fulfill their potential and contribute to the common good.

In conclusion, the dignity of labor is a timeless principle that transcends boundaries and cultures. It is a reminder that work is not just a means to an end, but a source of pride, purpose, and fulfillment. By honoring the dignity of labor, we honor the inherent worth and dignity of every individual, and we build a more just, equitable, and compassionate society for all.

A Road Accident (Narrative Essay)

It was a day like any other, the sun hanging high in the sky, casting its warm embrace over the bustling streets below. I was making my way home from work, lost in thought as I navigated the familiar route, when suddenly, the tranquility of the afternoon was shattered by the sound of screeching tires and shattering glass.

Turning the corner, I was met with a scene of chaos and confusion. Two cars lay mangled and twisted, their metal frames crumpled like paper dolls in the aftermath of a storm. Smoke billowed from the wreckage, mingling with the acrid scent of burning rubber and gasoline.

As I rushed to the scene, my heart pounding in my chest, I was met with a scene of devastation. Passersby had gathered around the wreckage, their faces etched with expressions of shock and disbelief. Some were shouting for help, while others stood frozen in horror, unable to comprehend the gravity of the situation.

Amidst the chaos, I spotted the victims – two young men, bloodied and bruised, lying motionless on the pavement. Without hesitation, I rushed to their side, offering what little comfort and assistance I could as we waited for help to arrive. It was a harrowing sight, one that would haunt me for days to come.

As the minutes stretched into hours, emergency responders arrived on the scene, their sirens wailing as they worked to extricate the victims from the wreckage. It was a delicate and painstaking process, one that required precision and skill as they carefully cut away the twisted metal and lifted the injured to safety.

In the aftermath of the accident, I found myself grappling with a myriad of emotions – shock, sadness, and anger, to name but a few. I couldn't help but wonder how such a tragedy could have occurred, and whether it could have been prevented. Was it a momentary lapse in judgment, a reckless decision made in the heat of the moment? Or was it simply a case of wrong place, wrong time?

As I reflect on the events of that fateful day, I am reminded of the fragility of life and the importance of cherishing each and every moment. A road accident may be over in an instant, but its effects can reverberate for a lifetime, leaving behind scars that may never fully heal.

In the end, all we can do is learn from the past, and strive to make our roads safer for everyone. Whether it's through better education, stricter enforcement of traffic laws, or improved infrastructure, we all have a role to play in preventing accidents and saving lives. For in the end, the true measure of a society is not how it responds to tragedy, but how it works to prevent it in the first place.

The Importance of Extracurricular Activities in Schools (Argumentative / Persuasive Essay)

Education is not confined to the four walls of a classroom; it extends beyond textbooks and lectures to encompass a myriad of experiences that shape students into well-rounded individuals. Extracurricular activities play a pivotal role in this holistic approach to education, offering students opportunities for personal growth, skill development, and social interaction outside of the traditional academic curriculum. In this essay, I will explore the importance of extracurricular activities in schools and their profound impact on student development.

Extracurricular activities provide students with invaluable opportunities to develop a wide range of transferable skills that are essential for success in both academic and professional settings. Whether it's participating in sports teams, joining debate clubs, or volunteering for community service projects, students learn valuable skills such as teamwork, leadership, time management, and communication. These skills not only enhance academic performance but also prepare students for the challenges they will face in their future careers and personal lives.

Participation in extracurricular activities promotes physical health and well-being by encouraging students to stay active and engaged outside of school hours. Sports teams, dance clubs, and outdoor adventure programs offer students opportunities to exercise, improve their physical fitness, and develop healthy habits that will benefit them throughout their lives. Moreover, extracurricular activities provide a constructive outlet for stress relief and self-expression, helping students to maintain a positive outlook and cope with the pressures of academic life.

Extracurricular activities play a crucial role in fostering social and emotional skills such as empathy, resilience, and self-confidence. Through collaborative projects, group activities, and peer interactions, students learn to navigate complex social dynamics, build meaningful relationships, and develop a sense of belonging and identity within their school community. Moreover, extracurricular activities provide a safe and supportive environment for students to explore their interests, express themselves creatively, and discover their passions outside of the academic realm.

Participation in extracurricular activities fosters personal growth and character development by challenging students to step outside of their comfort zones, set goals, and strive for excellence. Whether it's overcoming obstacles on the sports field, mastering a musical instrument, or leading a community service project, students learn valuable lessons about perseverance, determination, and resilience. Moreover, extracurricular activities provide students with opportunities to explore new interests, discover their talents, and develop a sense of purpose and direction in life.

In conclusion, extracurricular activities are an integral component of a well-rounded education, offering students opportunities for personal growth, skill development, and social interaction that extend beyond the confines of the classroom. By participating in extracurricular activities, students develop transferable skills, promote physical health and well-being, foster social and emotional skills, and enhance personal growth and character development. Therefore, schools should prioritize the provision of a diverse range of extracurricular activities to ensure that all students have the opportunity to thrive and succeed both academically and personally.

Chapter : 20 Reading Comprehension

A reading comprehension passage is a short piece of text, typically taken from a book, article, or other written source, that is used to assess a reader's understanding of the material. These passages are commonly accompanied by a series of questions that test the reader's ability to comprehend and interpret the information presented in the text.

Rules to Answer the Questions	
Read the Questions First:	Before diving into the passage, quickly skim through the questions to get an idea of what information you need to look for. This can help you focus your reading and identify key details more efficiently.
Scan the Passage:	Once you've read the questions, scan the passage to locate relevant information. Pay attention to headings, subheadings, and any bold or italicized text that might indicate important details.
Focus on Keywords:	Look for keywords in both the questions and the passage that can help you identify relevant information. Pay attention to names, dates, numbers, and other specific details that may be mentioned.
Understand the Structure:	Pay attention to the structure of the passage, including how ideas are organized and the relationship between different parts of the text. Understanding the structure can help you locate information more quickly.
Refer Back to the Passage:	Always refer back to the passage to find evidence or support for your answers. Avoid relying solely on your memory, and verify your answers with information from the text.
Consider Context:	Consider the context of the passage and how it relates to the questions being asked. Pay attention to the author's purpose, tone, and point of view, as well as any relationships between ideas presented in the text.
Answer What's Asked:	Make sure you understand exactly what each question is asking for, and answer accordingly. Be careful not to add any information that isn't explicitly stated in the passage.
Manage Your Time:	Keep track of your time as you work through the questions, and don't spend too much time on any one question. If you're struggling with a particular question, move on and come back to it later if you have time.
Practice Regularly:	Like any skill, reading comprehension improves with practice. Make a habit of regularly practicing reading comprehension passages and answering questions to sharpen your skills.

Rules to Write the Summary	
Identify the Main Idea:	Determine the main idea or central theme of the passage. What is the primary message or argument being conveyed by the author?
Focus on Key Points	Identify the most important points, arguments, or pieces of evidence presented in the passage. These are the details that support or contribute to the main idea.
Be Concise:	Keep your summary brief and to the point. Aim to capture the essence of the passage without including unnecessary details.
Paraphrase:	Express the key points in your own words. Avoid simply copying sentences or phrases from the passage; instead, restate the information in a way that demonstrates your understanding.
Maintain Logical Flow:	Arrange the key points in a logical order that reflects the structure of the passage. Consider how ideas are presented and connected within the text.

Use Transition Words:	Use transition words and phrases to help connect ideas and maintain coherence in your summary. Words like 'however,' 'therefore,' 'in addition,' and 'furthermore' can signal relationships between different points.
Omit Irrelevant Details:	Focus on including only the information that is directly relevant to the main idea of the passage. Avoid including minor details or examples that do not contribute to the overall understanding.
Check for Accuracy:	Make sure that your summary accurately reflects the content and tone of the original passage. Check for any errors or misinterpretations that may have occurred during the summarization process.
Review and Revise:	Take the time to review your summary and make any necessary revisions. Ensure that your writing is clear, concise, and effectively communicates the main points of the passage.

20.1 Sample Reading Comprehension Passage

English literature is a rich tapestry that reflects the diverse voices, cultures, and experiences of people throughout history. From epic poems and timeless plays to groundbreaking novels and thought-provoking essays, English literature encompasses a wide range of genres, styles, and themes.

The earliest works of English literature date back to the Anglo-Saxon period, with notable examples such as the epic poem "Beowulf" and the elegiac poem "The Seafarer." These works, written in Old English, offer glimpses into the heroic deeds, religious beliefs, and cultural values of the time.

The medieval period saw the emergence of Chaucer's "The Canterbury Tales," a collection of stories that provide a vivid portrayal of medieval English society. During this time, literature also flourished in the form of morality plays, allegorical poems, and Arthurian legends.

The Renaissance period witnessed a flowering of English literature, with the works of playwrights like William Shakespeare, Christopher Marlowe, and Ben Jonson captivating audiences with their wit, humor, and profound insights into the human condition. Shakespeare's plays, in particular, continue to be celebrated for their enduring relevance and universal appeal.

The 18th and 19th centuries saw the rise of the novel as a dominant literary form, with writers such as Jane Austen, Charles Dickens, and the Brontë sisters producing works that explore themes of love, social injustice, and the complexities of human relationships. The Romantic poets, including William Wordsworth, Samuel Taylor Coleridge, and John Keats, also made significant contributions to English literature with their lyrical verse and exploration of nature, emotion, and imagination.

In the 20th and 21st centuries, English literature continued to evolve and diversify, with authors exploring new literary forms and addressing contemporary issues such as colonialism, feminism, and globalization. Writers like Virginia Woolf, James Joyce, Chinua Achebe, Salman Rushdie, and Toni Morrison challenged literary conventions and expanded the boundaries of storytelling.

English literature remains a vibrant and dynamic field, with new voices emerging to shape the literary landscape and engage readers with fresh perspectives on the human experience.

Title: ***English Literature: A Journey Through Time***

Summary :

English literature is a vast and diverse field that encompasses a wide range of genres, styles, and themes. From the epic poems of the Anglo-Saxon period to the groundbreaking novels of the modern era, English literature reflects the cultural, social, and historical contexts of different time periods. Key milestones include the emergence of epic poems like "Beowulf" and "The Canterbury Tales" during the medieval period, the flourishing of drama and poetry in the Renaissance, and the rise of the novel in the

18th and 19th centuries. Throughout its history, English literature has been shaped by iconic writers such as Shakespeare, Austen, Dickens, and Woolf, whose works continue to resonate with readers today. In the modern era, English literature continues to evolve, with authors exploring new literary forms and addressing contemporary issues. Despite its rich history, English literature remains a dynamic field, with new voices constantly emerging to contribute to its ever-changing landscape.

Questions and Answers

1. Define English literature and discuss its significance in reflecting cultural diversity and historical contexts.

English literature encompasses a wide range of literary works written in the English language, reflecting the cultural, social, and historical contexts of different periods. It serves as a mirror to society, offering insights into human experiences, values, and beliefs across time. By studying English literature, scholars gain a deeper understanding of cultural diversity and the evolution of ideas over time.

2. How does the passage describe the evolution of English literature from the Anglo-Saxon period to the modern era? Provide examples of key literary works from each period mentioned.

The evolution of English literature spans from the epic poems of the Anglo-Saxon period, such as 'Beowulf' and 'The Seafarer,' to the emergence of drama and poetry during the Renaissance, exemplified by William Shakespeare's plays like 'Hamlet' and 'Macbeth.' The 18th and 19th centuries saw the rise of the novel as a dominant literary form, with Jane Austen's 'Pride and Prejudice' and Charles Dickens's 'Great Expectations' becoming enduring classics. The Romantic poets, including William Wordsworth and Samuel Taylor Coleridge, explored themes of nature, emotion, and imagination in works like 'Lines Composed a Few Miles Above Tintern Abbey' and "The Rime of the Ancient Mariner."

3. Analyze the contributions of William Shakespeare to English literature, focusing on his impact on drama, language, and storytelling.

William Shakespeare revolutionized English literature through his mastery of language, characterization, and dramatic structure. His plays, such as 'Romeo and Juliet' and 'Hamlet,' explore timeless themes of love, jealousy, ambition, and betrayal, resonating with audiences across centuries. Shakespeare's use of poetic language, vivid imagery, and complex characters has had a profound influence on literature, theater, and culture worldwide.

4. Explore the themes and motifs present in English literature during the 18th and 19th centuries, citing examples from the works of Jane Austen, Charles Dickens, and the Romantic poets.

English literature of the 18th and 19th centuries reflects the social, political, and economic changes of the time. Jane Austen's novels, such as 'Pride and Prejudice' and 'Emma,' examine themes of marriage, class, and gender roles in Regency-era England. Charles Dickens's works, including 'Oliver Twist' and 'David Copperfield,' shed light on the social injustices and inequalities of Victorian society. The Romantic poets celebrated nature, individualism, and the imagination, as seen in Wordsworth's 'Daffodils' and Coleridge's 'Kubla Khan.'

Chapter : 21 Do as Directed

"Do as directed" in English grammar refers to following specific instructions for modifying, transforming, or constructing sentences.

Change the Voice	
Active to Passive Voice	Active: "She writes a letter." Passive: "A letter is written by her."
Passive to Active Voice:	Passive: "The cake was eaten by him." Active: "He ate the cake."
Change the Tense	
Present to Past:	Present: "He goes to school." Past: "He went to school."
Past to Future:	Past: "She completed the assignment." Future: "She will complete the assignment."
Combine Sentences	
Using Conjunctions:	Sentences: "He is tired. He will still go to work." Combined: "Though he is tired, he will still go to work."
Using Relative Pronouns:	Sentences: "I met a man. He is a doctor." Combined: "I met a man who is a doctor."
Direct to Indirect Speech	
Direct to Indirect:	Direct: "She said, 'I am going to the market.'" Indirect: "She said that she was going to the market."
Indirect to Direct:	Indirect: "He said that he was tired." Direct: "He said, 'I am tired.'"
Correct the Sentence	
	Incorrect: "She don't likes ice cream." Corrected: "She doesn't like ice cream."
Use the Correct Form of the Verb	
	Given: "She (go) to the market every day." Corrected: "She goes to the market every day."
Fill in the Blanks	
	Given: "If I _____ (be) you, I would apologize." Filled: "If I were you, I would apologize."
Change the Degree of Comparison	
Positive to Comparative:	Positive: "He is as tall as his brother." Comparative: "His brother is taller than him."
Comparative to Superlative:	Comparative: "She is more intelligent than her classmates." Superlative: "She is the most intelligent among her classmates."
Change to Negative Sentences	
Affirmative to Negative:	Affirmative: "She likes coffee." Negative: "She does not like coffee."
Form Questions	
Statement to Question:	Statement: "You are coming to the party." Question: "Are you coming to the party?"

Transform Sentences	
Simple to Complex:	Simple: "He confessed his crime." Complex: "He confessed that he had committed the crime."
Complex to Simple:	Complex: "Although he was tired, he continued working." Simple: "Despite being tired, he continued working."
Simple to Compound	Simple : He will succeed with your assistance. Compound : Assist him, and he will succeed.
Change the Form of Speech	
Exclamatory to Assertive:	Exclamatory: "What a beautiful day it is!" Assertive: "It is a very beautiful day."
Assertive to Exclamatory:	Assertive: "This is a very difficult problem." Exclamatory: "What a difficult problem this is!"
Use Synonyms/Antonyms	
Synonyms:	Original: "The scenery is beautiful." Synonym: "The scenery is picturesque."
Antonyms	Original: "The room is spacious." Antonym: "The room is cramped."
Convert to Different Sentence Types	
Declarative to Interrogative:	Declarative: "She is coming to the party." Interrogative: "Is she coming to the party?"
Interrogative to Declarative:	Interrogative: "Are you feeling better?" Declarative: "You are feeling better."
Use the Given Word/Phrase in a Sentence	
	Word: "Indeed" Sentence: "She was indeed surprised by the news."
	Phrase: "In spite of" Sentence: "In spite of the rain, they went for a hike."
Use Appropriate Prepositions	
	Given: Ali was sitting _____ his mother. Filled: Ali was sitting beside his mother.
Change into Reported Speech	
Imperative Sentences:	Direct: "He said, 'Close the door.'" Reported: "He told me to close the door."
Questions:	Direct: "She asked, 'Are you coming?'" Reported: "She asked if I was coming."
Change into Gerund or Infinitive Form	
Gerund	Original: "To swim is his favorite activity." Gerund: "Swimming is his favorite activity."
Infinitive:	Original: "He enjoys swimming." Infinitive: "He enjoys to swim."
Use Conditional Sentences	
Zero Conditional:	Given: "If you _____ (heat) water, it _____ (boil)." Answer: "If you heat water, it boils."
First Conditional:	Given: "If it _____ (rain), we _____ (cancel) the trip." Answer: "If it rains, we will cancel the trip."
Second Conditional:	Given: "If I _____ (be) rich, I _____ (travel) the world." Answer: "If I were rich, I would travel the world."

Third Conditional:	Given: "If he _____ (study), he _____ (pass) the exam." Answer: "If he had studied, he would have passed the exam."
Express Cause and Effect	
Cause and Effect Relationship:	Given: "He was late. He missed the train." Answer: "He missed the train because he was late."
Identify the cause and effect in each sentence.	Given: "She was tired because she worked all night." Answer: "Cause: She worked all night. Effect: She was tired."
Change from Formal to Informal Language and Vice Versa	
Formal to Informal:	Formal: "I regret to inform you that your application has been denied." Informal: "I'm sorry, but your application was rejected."
Informal to Formal:	Informal: "Hey, can you help me with this?" Formal: "Could you please assist me with this?"
Change into Negative without Changing the Meaning	
	Original: "Everybody likes ice cream." Negative: "There is nobody who dislikes ice cream."
Identify Parts of Speech	
	Given Sentence: "The quick brown fox jumps over the lazy dog." Identification : "The (article), quick (adjective), brown (adjective), fox (noun), jumps (verb), over (preposition), the (article), lazy (adjective), dog (noun)."
Transform Based on Modals	
Using 'Can':	Given: "He is able to swim." Transformed: "He can swim."
Using 'Must':	Given: "It is necessary for you to finish your homework." Transformed: "You must finish your homework."

Chapter : 22 C.V and Résumé Writing

A curriculum vitae (CV) and a resume are both documents used to present an individual's professional background and qualifications, but they differ in several key aspects.

Curriculum Vitae (C.V)	
Length and Detail	A CV is typically longer than a resume, often spanning several pages. It provides an in-depth overview of a person's academic and professional history, including education, work experience, research, publications, presentations, awards, honors, affiliations, and other relevant activities.
Purpose	Commonly used for applications in academia, research, and scientific positions.
Content	***Educational Background:*** Detailed information about academic degrees, including theses and dissertations. ***Publications and Research:*** Comprehensive list of publications, research projects, and presentations. ***Professional Experience:*** Detailed descriptions of academic and research-related jobs. ***Skills and Qualifications:*** Emphasis on academic achievements, teaching experience, and research skills.
Résumé	
Length and Brevity	A résumé is generally shorter, usually one to two pages. It provides a concise summary of an individual's work experience, skills, and qualifications.
Purpose	Commonly used for job applications in the corporate, nonprofit, and public sectors.
Content:	***Work Experience:*** Focused on job titles, responsibilities, and achievements in previous positions. ***Skills:*** Highlights relevant skills and competencies tailored to the job being applied for. ***Education:*** Includes educational background but with less detail than a CV. ***Objective:*** Often includes a brief statement at the beginning summarizing career goals and qualifications.

Sample C.V for the post of English Lecturer.

Curriculum Vitae

Professional Summary

Passionate and dedicated English lecturer with over 10 years of experience in teaching literature, composition, and linguistics at the university level. Expertise in curriculum development, academic research, and student mentorship. Committed to foster an engaging and supportive learning environment.

Personal Profile

CNIC # : 12345-1234567-1

DOB : 04-01-1990

Marital Status : Single

Gender : Male

Religion : Islam

Nationality : Pakistani

Postal Address : House # 1, Street # 5
Examination Hall,
City: A.B.C.

PHOTO

Name : XYZ

Cell # : 0300-0000000

Email : candidate.exam@gmail.com

Academic Qualification

Sr #	Certificate / Degree	Board / University	Passing year	Grade / GPA
1	M.Phil (English Literature)	NUML	2014	3.9
2	B.S (English Literature)	NUML	2012	3.85
3	I.C.S	FBISE	2008	A+
4	S.S.C	FBISE	2006	A+

Professional Qualification

Sr #	Certificate / Degree	Board / University	Passing year	Grade / GPA
1	M.Ed	AIOU	2018	A
2	B.Ed	AIOU	2015	A

Teaching Experience

Sr #	Designation	Responsibilities	Organization	From	To
1	Lecturer	➢ Delivered lectures and facilitated discussions in courses on American and British literature. ➢ Designed and implemented assessment strategies to evaluate student performance. ➢ Advised students on academic and career-related matters.	University D.E.F	2018	2023
2	Teaching Assistant	Conducted office hours to provide additional support to students. Graded assignments and provided constructive feedback.	University A.B.C	2014	2018

Research and Publications

- 'Reimagining the Past: Historical Narratives in Contemporary Fiction', Journal of Modern Literature, 2022.
- 'The Evolution of Narrative Form in 21st Century Literature,' Literary Studies Quarterly, 2020.

Awards and Honors

- Excellence in Teaching Award, University of XYZ, 2021
- Outstanding Dissertation Award, , 2014

Languages

- Urdu (Native)
- English (Fluent)
- French (Conversational)

References

- Available upon request.

Additional Skills

- Proficient in digital learning platforms
- Strong background in literary analysis and critical theory
- Excellent communication and interpersonal skills

Sample Résumé for the post of Marketing Director

Name : X.Y.Z
Address : House # 1, Street # 5, Examination Hall City: A.B.C.
Cell # : 0300-0000000
Email : candidate.exam@gmail.com

Professional Summary:
Accomplished Marketing Director with over 10 years of experience in developing and executing innovative marketing strategies. Proven track record of increasing brand awareness and driving revenue growth. Expertise in digital marketing, brand management, and team leadership. Adept at leveraging data analysis to inform decision-making and optimize marketing campaigns.

Professional Experience:

Senior Marketing Manager
XYZ Enterprises, March 2018 – December 2023
- Directed digital marketing initiatives, including SEO, SEM, email marketing, and social media campaigns, leading to a 40% increase in online traffic.
- Conducted market research to identify target audiences and inform marketing strategies, resulting in a 15% growth in market share.

Marketing Manager
LMN Solutions, June 2014 – February 2018
- Developed and executed multi-channel marketing campaigns, driving a 25% increase in lead generation.
- Oversaw the creation of marketing collateral, including brochures, newsletters, and website content.

Education:
- Master of Business Administration (MBA)
  ABC University
  Graduated: May 2013

- Bachelor of Arts in Marketing
  DEF University
  Graduated: May 2009

Skills:
- Strategic Marketing Planning
- Digital Marketing
- Brand Management
- Data Analysis

References:
Available upon request.

Literary Treasures: Top Book Recommendations

Classic Literature

- **Pride and Prejudice** by Jane Austen
- **Moby-Dick** by Herman Melville
- **Jane Eyre** by Charlotte Brontë
- **Wuthering Heights** by Emily Brontë
- **Great Expectations** by Charles Dickens
- **Frankenstein** by Mary Shelley
- **The Great Gatsby** by F. Scott Fitzgerald
- **1984** by George Orwell
- **To Kill a Mockingbird** by Harper Lee

Modernist Literature

- **Ulysses** by James Joyce
- **Mrs. Dalloway** by Virginia Woolf
- **A Portrait of the Artist as a Young Man** by James Joyce
- **Brave New World** by Aldous Huxley
- **The Sun Also Rises** by Ernest Hemingway

Historical Fiction

- **Wolf Hall** by Hilary Mantel
- **The Book Thief** by Markus Zusak
- **A Tale of Two Cities** by Charles Dickens
- **War and Peace** by Leo Tolstoy

Gothic & Horror

- **The Haunting of Hill House** by Shirley Jackson
- **The Picture of Dorian Gray** by Oscar Wilde
- **The Shining** by Stephen King
- **Frankenstein** by Mary Shelley

Poetry & Drama

- **The Collected Poems** of W.B. Yeats
- **The Waste Land** by T.S. Eliot
- **Leaves of Grass** by Walt Whitman
- **The Canterbury Tales** by Geoffrey Chaucer

The Essential Shakespearean Collection: Must-Read Plays and Poems

Tragedies	
Hamlet	A deeply philosophical and complex play that explores themes of madness, revenge, and mortality.
Macbeth	A dark and thrilling tale of ambition, power, and supernatural influences.
Othello	A powerful drama about jealousy, love, betrayal, and racism.
King Lear	A poignant exploration of family, power, and madness.
Romeo and Juliet	A timeless story of love and fate.
Comedies	
A Midsummer Night's Dream	A whimsical tale of love, magic, and transformation.
Twelfth Night	A delightful comedy about mistaken identities and romantic misunderstandings.
Much Ado About Nothing	A witty and engaging story of love, deception, and redemption.
The Tempest	A magical and reflective play about power, forgiveness, and the human condition.
As You Like It	A charming pastoral comedy with themes of love, identity, and nature.
Histories	
Henry V	A stirring portrait of kingship, warfare, and leadership.
Richard III	A gripping tale of political ambition and ruthless power.
Henry IV, Part 1 and Part 2	A fascinating look at the complexities of power, honor, and rebellion.
Sonnets	
Sonnet 18 ("Shall I compare thee to a summer's day?")	
Sonnet 130 ("My mistress' eyes are nothing like the sun").	